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ABSTRACT

Described are the American Foundation for the Blind 2-day workshops for school psychologists which emphasized various techniques, adaptations, and specific information necessary for effective assessment and understanding of school-aged blind and visually handicapped children. The program and a list of participants for each of three workshops are provided. Workshop segments are noted to include presentations on the incidence and causes of blindness, potential problems, and techniques for assessment. A bibliography is given containing information on 55 publications on assessment and evaluation of the school-aged visually handicapped child. Appended are eight psychological reports (making up the major portion of the document) which include such information as the client's name; address; age; visual acuity; diagnosis; reason for referral; general appearance, attitude, and behavior; achievement on tests; summary and recommendations; and test scores. Also appended are tables of norms for tests used in counseling blind individuals, a list of test publishers and distributors, and a sentence completion test form for use with the visually handicapped. (SB)

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ASSESSMENT FOR THE EDUCATIONAL READINESS OF THE CHILD WITH VISUAL IMPAIRMENTS: THREE WORKSHOPS.

Newton, Massachusettes	October 7-8, 1974
Chicago, Illinois	November 11-12, 1974
Atlanta, Georgia	December 9-10, 1974

AMERICAN FOUNDATION FOR THE BLIND, INC.

EC 081415

PREFACE

The American Foundation for the Blind held three workshops in Newton Massachusetts, Chicago Illinois and Atlanta Georgia for school psychologists. The two-day workshop sessions emphasized various techniques, adaptations and specialized information necessary for more effective assessment and understanding of school-aged children who are blind and visually impaired.

The participants were trained during the two-day sessions not only to increase their skills and knowledge in testing procedures but also to serve in the future as resource persons for other school psychologists within their own state or geographical area. All participants were at least Master's level psychologists and were presently working, or planned to work with visually handicapped school-age children and youth. Registration was limited to approximately fifteen persons per workshop and based on early requests and geographic distribution.

I would like to express my sincere appreciation to each participant whose interest and enthusiasm greatly contributed to the success of the workshops as well as to Dr. Saul Freedman whose untiring leadership made the workshops a rewarding experience for all.

Susan Jay Spungin Ed.D.
Specialist in Education
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AMERICAN FOUNDATION FOR THE BLIND, INC.

WORKSHOP ON

ASSESSMENT FOR THE EDUCATIONAL READINESS OF THE CHILD

WITH VISUAL IMPAIRMENTS

Program

Monday

9:00 a.m. - 9:30 a.m.	Registration
9:30 a.m. - 10:30 a.m.	General Session
	Chairman: Susan Jay Spungin, Ed.D. Specialist in Education American Foundation for the Blind
	Workshop Leader: Saul L. Freedman, Ph.D. Psychological Consultant American Foundation for the Blind
	I. Incidence and Causes of Blindness
	II. Reactions to Blindness
10:30 a.m. - 11:00 a.m.	Coffee Break
11:00 a.m. - 12:00 p.m.	III. Potential Problems Related to Blindness and Influence of Age of Onset
	IV. The Educational and Remediation Team

Monday - (continued)

12:00 p.m. - 1:30 p.m.	Luncheon Break	
1:30 p.m. - 4:00 p.m.	V.	Techniques for Assessment of School Age Entry Children
4:30 p.m. - 6:30 p.m.	Social Hour	

Tuesday

9:00 a.m. - 10:30 a.m.	General Session	
	VI.	The Use of Psychological Tests
10:30 a.m. - 11:00 a.m.	Coffee Break	
11:00 a.m. - 12:00 p.m.	VII.	Other Assessment Devices
12:00 p.m. - 1:30 p.m.	Luncheon Break	
1:30 p.m. - 3:00 p.m.	VIII.	Psychological Testing of Older Students for Educational and Vocational Purposes
3:00 p.m.	Adjournment	

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PROCEEDINGS OF WORKSHOPS ON

THE ASSESSMENT FOR THE EDUCATIONAL READINESS

OF THE CHILD WITH VISUAL IMPAIRMENTS

Through the impetus created by a combination of competent professional involvement, community interest, parent cooperation and sometimes legislative mandate, children with severe visual impairments are receiving educational services within their local schools. Educators, parents and the total community have demonstrated a desire to offer services of a quality that would be both meaningful and appropriate. Faced with the responsibility of working with a visually impaired child, many regular classroom teachers feel that they themselves, not being trained to work with such a child, have much concern regarding how to begin, what to do, and where to get assistance to fulfill their roles. Appropriately, teachers have turned to school psychologists and counselors for assistance and direction. These teachers seek help in terms of assessing the needs, potentials, strengths and limitations of their visually impaired student. Unfortunately, many school psychologists and counselors feel just as uncomfortable in being placed in this role, since they too experience a lack of professional training in terms of becoming equipped to conduct such an evaluation and assessment. School psychologists seek assistance from psychologists engaged in working with the blind or severely visually handicapped. In communities where such services are available, a cooperative relationship often develops which facilitates the delivery of educational services to the child. In most communities, however, private or public agencies serving the blind do not exist. Even where they do, a psychologist is not always numbered amongst their employees. The inability to receive such help has caused much uneasiness amongst professionals wishing to assume the responsibility of offering a competent assessment of the visually impaired student so that an appropriate educational program could be formulated. Without such information, some communities have been hesitant to accept a visually impaired child. Others have proceeded on what they felt was a hit-or-miss basis. The belief that a professional trained as a teacher, counselor, or psychologist has the ability to work effectively with a visually impaired child, prompted the recent institution of workshops designed, hopefully, to facilitate the process. A series of three regional workshops were held with invitations extended to school psychologists in each area.

The American Foundation for the Blind offered these workshops with the conviction that providing additional information through in-service training together with the knowledge as to how and where to tap additional resources, would allow psychologists to work confidently in employing the skills and experiences they had amassed as professionals. Participation in each of the workshops was limited to no more than twenty participants to insure the most effective interaction during the two day sequence. The first workshop was held in Boston, for the Northeast region. The second was held in Chicago for the Midwest region. The last was in Atlanta for the Southern region. The workshops were held in the months of October, November and December, 1974. The heavy response, while precluding an invitation for many, did indicate a very strong cross regional interest in gaining additional professional competence in order to assist in the delivery of more effective educational opportunities. The interests and responsibilities of the participants ranged from children of pre-school age to those involved at a junior college level. Through an exchange of names and addresses each participant immediately increased the numbers of similarly interested professionals who could act as additional resources for one another.

After introductions, the workshop began with a presentation regarding the incidence and causes of blindness. In addition to establishing the known or identified population of children who are blind, a discussion was offered as to some of the reasons causing inaccuracies of reporting. This served as a background for the groups discussion of "reactions to blindness". The cause and effect relationships of attitudes from the medical community, to the general community was portrayed as having impact upon the educational community. The type and quality of these reactions and attitudes was shown to have a direct bearing upon the family, its self perceptions, assumption of responsibility and effectiveness of functioning. The sum of all of the preceeding was usually vested in the child.

Some of the myths concerning blind children were discussed. The most "popular" cues included: "visually limited people have extraordinary powers", "residual or partial vision can be damaged by use", and "glasses can cure or correct all eye problems". The inference was offered that if everyone's attitude were more positive, based upon the knowledge of how a visually impaired child could be assisted, more and effective services would be available to additional children, who are

sometimes "shielded" against being identified as possessing a visual impairment.

The next section of the workshop dealt with potential problems that can be related to blindness. These problems were examined with the context of their relationship and influence based upon the age of onset. The frequency of social deprivation, insufficient stimulation of the child, overprotection which frequently inhibits movement and mobility, all combine to have negative growth impact in extremely formulative years. Inaccurate, partial or sometimes bizarre concept development was portrayed with associated language and reality deficits. Positive examples of the impact of appropriate early training were offered to help avoid the frequently inaccurate conception of a visually impaired child being labeled as "apparent retardate".

To emphasize positive potentials, the workshop dealt with the kinds of input that a visually impaired child might thrive upon to avoid being stigmatized due to a lack of environmental and educational opportunities. An educational and remediation team was conceived of and designed to assess, treat and habilitate the child. Medical professionals were seen as most important to this team to help develop concepts relative to "psychovisual efficiency". Much more than vision screening or "sight saving" the medical aspects would offer insights as to how to teach the partially sighted child to use his vision with greater accuracy, efficiency and confidence. A discussion of materials available through resource centers and other facilities for the use of educators was offered to the workshop participants so that they might share this information with others upon their arrival home. The utilization of professionals in the psycho-social discipline was brought into focus and the roles that counselor, social worker and psychologist might play. The importance of cooperative efforts with public and private agencies serving the blind was stressed. Although such facilities do not exist in many communities, the advantages of having rehabilitation teachers, braille instructors, and orientation and mobility specialists available, suggested strongly that such disciplines be available to the team on a consultative, if not full time, basis. The role of the family was emphasized as being central to the team for the reinforcement of the learning provided for the child.

A major portion of the workshop was devoted to the techniques for the assessment of children just entering into school. In addition to discussing and sharing information regarding those tests that have been designed or revised to assess visually impaired children, the workshop participants quite willingly shared their experiences with those devices that they felt were particularly useful. Their own adaptations and innovative techniques gave more than ample evidence that creative professionals already possess the skills necessary to be involved in such assessments. The workshop, however, provided a forum for the strengthening as well as sharing of these techniques. The instruments available or discussed are listed in the appendix. Much confidence was derived from the knowledge that while specialized tests and techniques do exist, the use of instruments with which psychologists are already familiar, is to be encouraged. Equally important during the discussion was what to assess. Much sensitivity was displayed by all workshop participants as to how educational and environmental deprivation might bias the test results.

Discussions as to what constitutes "adjustment to blindness" and as to whether in fact such a concept contributes to understanding a child, was an effective prelude to the subject of assessment techniques other than the use of psychological tests. Particularly for use with very young children, reliance upon highly structured tests was recognized as giving limited information regarding the child's learning potentials. The utilization of readily available materials, and their usage, appeared to be of particular interest to workshop participants. Again, there was much sharing of information that contributed to everyone's growth. Lists of materials available through various learning centers for blind and deaf-blind children were made known. Professional writings of note that could be of help to the participants were discussed with a bibliography of recommended materials distributed. A copy of this bibliography is listed in the appendix.

An important portion of each workshop was devoted to the psychological testing of older students for educational and vocational purposes. Once again, specific instruments and techniques were introduced and discussed. Much emphasis was placed, however, on the utilization of those materials that psychologists were already familiar with. Confidence in the new use of known techniques was easily established for the mutual advantage of student and professional. Once

again the participants demonstrated a great deal of innovativeness when speaking of their individual experiences in adapting and using existing tests. The specific areas of testing discussed included intellectual appraisal, achievement assessment, manual dexterity, aptitude testing, occupational interests and personality appraisal. The various tests discussed and others available, are listed in the appendix.

The sharing of information by psychologists with others was a subject of each of the workshops. The need to interpret data in order to effectively plan, and effectuate change was readily recognizable. Associated with this subject was the topic of report writing. Sample formats were discussed with models of reports for children and older students distributed to each of the participants. Copies of these reports have been included in the appendix. Many participants expressed interest and concern regarding local state legislation making available the records of students to parents. Although this subject was not treated in depth, it was recognized that involvement of the family could be a most positive step.

The final segment of the workshops was devoted to a discussion as to how other disciplines could be utilized in terms of helping in the assessment, treatment and education of visually impaired children. Particular mention was made of the potential contributions of occupational and physical therapists who rarely see themselves as having important skills to offer to people who are blind. Note was made as to how occupational therapists are skilled in terms of modifying or adapting equipment. Similarly it was pointed out how physical therapists might be utilized in helping to correct the gait, posture and mobility problems frequently encountered with students who are congenitally blind. Other illustrations were offered as to how the resources of a community could be utilized to mobilize its talents to insure the effective delivery of educational services to visually impaired students.

The enthusiasm demonstrated by all participants at the workshops suggested the utility and need for them. The deliberately non-identifiable comments and ratings of the workshops were both favorable and constructive. The pervasive theme of the comments was the request for additional workshops. Many helpful suggestions were offered and it is hoped that additional workshops will be offered in the future incorporating the participants suggestions. At the beginning

of these proceedings is a listing of all participants and their addresses. It is hoped that everyone reading these proceedings will avail themselves to the help all the workshop participants indicated they would be pleased to offer. Contact between professionals sharing similar interests and concerns will have immediate and positive impact for students who are visually impaired.

Finally, a note of apology to the many would-be participants who wished to attend the workshops but were not invited for a lack of space. The greater than anticipated interest in such workshops will count heavily in the planning of the American Foundation for the Blind.

Saul L. Freedman, Ph. D.

ASSESSMENT AND EVALUATION

FOR THE SCHOOL AGE

VISUALLY HANDICAPPED CHILD

American Foundation for the Blind. The Pine Brook Report: National Work Session on the Education of the Blind With the Sighted. New York:

Asenjo, J. Albert. A Step by Step by Step Guide to Home and Personal Management. American Foundation for the Blind, 1970.

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Fraiberg, Selma and Freedman, David A. "Studies in the Ego Development of the Congenitally Blind Child," Psychoanalytic Study of the Child. Vol. 19, 1964. pp. 142-146.

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APPENDICES

Tests Used in the Psychological Evaluation of Blind and Visually Handicapped Persons - A Manual of Norms for Tests Used in Counseling Blind Persons

Bauman, Mary K. 1968

TABLE 1

MEASURES OF INTELLIGENCE

Test	Ages	Vision T. B.	Vision P. S.	Vision Both	Total	Number Reporting	?	Adeq.	Good
WISC Verbal Scale only	5-16	329	188	1514	2031	169	17%	53%	30%
WISC Full Scale (21)	5-16		419	702	11[illegible]	68	19%	40%	41%
Total		329	607	2216	3152	237	17%	50%	33%
WAIS Verbal Scale only	16+	160	33	3950	4143	171	5%	36%	59%
WAIS Full Scale (21)	16+		306	605	911	53	19%	38%	43%
Total		160	339	4555	505[illegible]	224	9%	36%	55%
Wechsler-Bellevue II, Verbal only	10-60	27		585	612	32		38%	62%
Wechsler-Bellevue Full Scale (21)	10-60		39	39	78	8	12%	25%	63%
Total		27	39	624	690	40	2%	35%	63%
Wechsler-Bellevue I, Verbal only	12-60	1		114	115	9		44%	56%
Hayes Interim Binet	3-21	277	72	1162	1511	93	11%	63%	26%
Stanford Binet	2-18	9	445	195	649	105	19%	31%	50%

TABLE 2

MEASURES OF NON-VERBAL OR PERFORMANCE ABILITY

Test	Ages	Vision T. B.	Vision P. S.	Vision Both	Total	Number Reporting	?	Adeq.	Good
Merrill-Palmer Pre-school Performance Scale (parts) (33)	2-15	104	2	26	132	9	44%	44%	12%
[illegible]ox Cube	6		1		1	1		100%	
Wallin Pegboard (31).	All			6	6	1			
Seguin Formboard (31)	4+		11	16	27	6		80%	20%
Eleven Block Formboard	4-10			67	67	1		100%	
Cattell Infant Intelligence Scale (21)	-3		3	5	8	2		100%	
Goodenough Drawing Test (12)	6-12		19		19	6	50%	30%	20%
Non-language Learning Test (20)	10+	7		505	512	15		20%	80%
Raven Progressive Matrices (21)	6-50		35		35	6	17%	66%	17%
Ohwaki-Kohs Tactile Block Design Intelligence Test (33)	4+	2	22	5	29	5	20%	60%	20%
Stanford-Kohs Block Design Test for the Blind (32)	Adult		10	2	12	2		50%	50%
Haptic Intelligence Scale for the Adult Blind (23)	16+	502	1	530	1033	59	19%	36%	45%
Tactual Reconstruction Pegboard (14)	16+	37		93	130	13	12%	38%	50%
Vocational Intelligence Scale for the Adult Blind (14)	16+	23		140	163	13	25%		75%
Revised Beta Examination (21)	Adult		1		1	1		100%	
Culture Fair for Adult Blind	15+			100	100	1	100%		

TABLE 3

GROUP TESTS OF GENERAL ABILITY OR INTELLIGENCE

Test	Ages	Vision T. B.	Vision P. S.	Both	Total	Number Reporting	?	Adeq.	Good
Army General Classification (26)	18-50		18		18	3	33%	33%	33%
Barranquilla Rapid Survey Intelligence Test (BARSIT) (21)	16+			20	20	2		50%	50%
California Test of Mental Maturity (6)	6-16	4	11		15	3	33%	67%	
Columbia Mental Maturity Scale (12)	6-15		24		24	4	50%	50%	
Detroit Tests of Learning Aptitude (25)	8-18		10		10	1			100%
Employee Aptitude Survey (22)	16+		10		10	1		100%	
Henmon Nelson Mental Ability (5)	12-15	4			4	1	100%		
Kent Series of Emergency Scales (21)	4-56		4	31	35	6	17%	33%	50%
Kuhlman-Anderson Intelligence Tests (21)	2-4		5		5	1	100%		
Lorge Thorndike Intelligence (5)	10-18		6		6	2	100%		
Ohio State University Psychological Test (18)	16-50	1	2	10	13	4		50%	50%
Personnel Tests for Industry (21)	16+			24	24	1			100%
School & College Ability Tests (10)	5-35		23	27	50	6	17%	66%	17%
Slosson Intelligence Test (28)	5-17			11	11	2	100%		
Wechsler Memory Scale (21)	16+			98	98	4	33%		67%
Williams Intelligence Test for Children with Defective Vision (34)	5-10			35	35	1	100%		

TABLE 4

DEVELOPMENTAL AND SOCIAL MATURITY MEASURES

Test	Ages	Vision T. B.	Vision P. S.	Both	Total	Number Reporting	?	Adeq.	Good
Gesell Developmental Schedules (21)	0-6			15	15	1		100%	
Maxfield-Buchholz Social Maturity Scale for Blind Pre-School Children (1)	0-8	105	1	124	230	14	7%	64%	29%
Vineland Social Maturity Scale (21)	0-adult	1	36	393	430	30	33%	51%	16%

TABLE 5

ACHIEVEMENT TESTS

Test	Ages	Vision T. B.	Vision P. S.	Both	Total	Number Reporting	?	Adeq.	Good
Wide Range Achievement Test (21)	6-65	54	375	272	701	53	10%	47%	43%
Metropolitan Achievement Test (5)	6-19		51		51	5	40%	40%	20%
Iowa High School Content Examination (5)	12-18		12		12	2		50%	50%
Dominion Achievement Tests Reading & Arithmetic	14-19		10		10	1			100%
Iowa Basic Skills (5)	16		1		1	1		100%	
California Achievement Test (6)	8-14	4	4		8	2	50%		50%
Colorado Braille Battery	7-12			15	15	1		100%	
STEP Listening (10)	5-35		3	27	30	5	40%	40%	20%
Brown-Carlson Listening Comprehension (10)	15+			9	9	2	50%	50%	
Woody-McCall Mixed Fundamentals in Arithmetic	16-50		30		30	1		100%	

TABLE 6

READING AND VOCABULARY TESTS

Test	Ages	Vision T. B.	Vision P. S.	Both	Total	Number Reporting	?	Adeq.	Good
Reading									
Gates (21)	7-50		40		40	6	17%	66%	17%
Gray Oral (21) (Brailled for T. B.)	6-13	3	10		13	4	25%	75%	
Gilmore Oral (12)	12+		4		4	2			100%
Cooperative English Tests, Reading Comprehension (10)	16-45		4		4	2	100%		
Iowa Silent Reading Test (5)	12-14		10		10	1	100%		
Diagnostic Reading Test (5)	9-21		10		10	1		100%	
Toos Reading Test (5)	7-12		15		15	1	100%		
Vocabulary									
Binet Vocabulary (33)	6-adult	1		18	19	4		100%	
Michigan Vocabulary Profile (12)	16-50			17	17	2	50%	50%	
Terman	16-50			7	7	1			100%
Inglis	adult		1		1	1		100%	
Peabody Picture Vocabulary (33)	5-30		38		38	18	50%	39%	11%
VanAlstyne Picture Vocabulary (12)	5-9		3		3	1		100%	

TABLE 7

SPECIAL APTITUDE TESTS

Test	Ages	Vision T. B.	Vision P. S.	Both	Total	Number Reporting	?	Adeq.	Good
Clerical									
Clerical Checking	16+		2		2	1	100%		
Examination in Clerical Work (Thurstone) (12)	16+		5		5	1	100%		
Lighthouse Clerical Aptitude Test (17)	16+			190	190	3	33%	67%	
Minnesota Clerical Test (21)	15+		80		80	2	50%	50%	
Psychological Corporation General Clerical (Filing) (21)	16-50		27		27	2	50%	50%	
Computer Tests									
Computer Programmer Battery (SDC)	adult	3		5	8	2	100%		
IBM Computer Tests	18-40		3		3	2	100%		
Programmer Aptitude Test (26)	16+			40	40	1			100%
DAT Mechanical (21)	14-28		2		2	2	50%		50%
DAT Space Relations (21)	20-24		2		2	1	100%		
DAT Numerical (21)	16+		2		2	1		100%	
DAT Spelling (21)	20-30		3		3	1	100%		
FACT Numbers (26)	16-17		28		28	2		100%	
FACT Fluency (26)	16+		24		24	1		100%	
FACT Tools (26)	17		1		1	1		100%	
GATB Motor Coordination	18+		3		3	1		100%	
GATB Non-verbal Sections	18+		2		2	1	100%		
Design Judgment Test (Graves) (21)	18-40		3		3	1		100%	
Art Judgment Test (Meier) (21)	20		1		1	1		100%	
Mechanical Comprehension (Bennett) (21)	21-50		29		29	3		33%	67%
Minnesota Paper Formboard (21)	15-21		53		53	3		67%	33%
Minnesota Spatial Relations	16-70			5	5	1		100%	
Primary Mental Abilities – Reasoning (26)	18-35			30	30	2		100%	
Practical Judgment (Cardall) (7)	17+			35	35	1	100%		
Critical Thinking (Watson Glaser)	21	1			1	1	100%		
Sales Comprehension Test (Bruce) (4)	16+		2	25	27	3		100%	
Roughness Discrimination Test (2)	5-12	5		25	30	3	33%	33%	33%
Seashore Measures of Musical Talents (21)	16+			57	57	5	40%	20%	40%

TABLE 8

DEXTERITY TESTS

Test	Ages	Vision T. B.	Vision P. S.	Both	Total	Number Reporting	?	Adeq.	Good
Bennett Hand Tool Dexterity Test (21)	16+		1	50	51	4	25%	50%	25%
Moore Eye-Hand Coordination (16)	17-43		8		8	1	100%		
Minnesota Rate of Manipulation (9)	8+	39	3	1547	1589	46	23%	35%	42%
Penn BiManual Worksample (9)	10+	52	5	1439	1496	37	21%	44%	35%
Purdue Pegboard (26)	11+	11	60	1172	1243	41	26%	57%	17%
Crawford Small Parts Dexterity (21)	14+	3	15	686	704	19	5%	43%	52%
O'Connor Finger Dexterity Test	any age	10			10	1		100%	
O'Connor Wiggly Block	8-21			100	100	1			100%

TABLE 9

MEASURES OF INTEREST AND VALUES

Test	Ages	Vision T. B.	Vision P. S.	Both	Total	Number Reporting	?	Adeq.	Good
Brainard Occupational Preference (21)	14+			95	95	4	25%	50%	25%
California Occupational Interest Inventory (Lee-Thorpe) (6)	12+		14	1224	1238	32	21%	52%	27%
Cleeton Vocational Interest Inventory (21)	16+		3	50	53	2		100%	
Curtis Interest Scale (24)	16+		15	24	39	4	25%	50%	25%
Gordon Occupational Check List (12)	16+		3	13	16	3	25%	75%	
Kuder Preference Record (26)	13+	21	31	1345	1397	62	23%	47%	30%
Minnesota Vocational Interest Inventory (21)	16+	2	1	23	26	5	20%	20%	60%
Picture Interest Inventory (Geist) (33)	17+		28		28	3		100%	
Strong Vocational Interest Blank (21)	16+		5	507	512	31	13%	62%	25%
Thurstone Interest Scale (21)	14+			178	178	8	37%	50%	13%
Study of Values (Allport-Vernon) (13)	17+		8	8	16	4	25%		75%
U. S. Employment Check List	15+			27	27	2		50%	50%

TABLE 10

PERSONALITY INVENTORIES

Test	Ages	Vision T. B.	Vision P. S.	Both	Total	Number Reporting	?	Adeq.	Good
Adolescent Emotional Factors Inventory (20)	11-23			220	220	12		33%	67%
Aspects of Personality (12)	8-15		1	54	55	3		100%	
Bell Adjustment Inventory (30)	13-70		1	141	142	6	50%	33%	17%
California Psychological Inventory (8)	12+		12	241	253	7	43%	14%	43%
California Test of Personality (6)	8+	5		393	398	13	31%	31%	38%
Cornell Index (21)	17-55			60	60	2		50%	50%
Edwards Personal Preference Schedule (21)	14+		1	228	229	6	33%	50%	17%
Emotional Factors Inventory (20)	17+	5	5	384	394	19	5%	16%	79%
Gordon Personal Profile or Gordon Personal Inventory (12)	12+			60	60	1		100%	
Guilford-Zimmerman Temperament Survey (27)	16+		30	38	68	6		33%	67%
Mooney Problem Check List (21)	12+			40	40	3		33%	67%
Myer-Briggs Type Indicator (10)	16+			65	65	2			100%
Minnesota Multiphasic Personality Inventory (21)	18+	1	12	755	768	41	30%	37%	33%
Shipley-Institute of Living Scale (33)	adults		3		3	1		100%	
16 Personality Factor Questionnaire (15)	15+	1	2	349	352	9	44%	22%	34%
Thurstone Temperament Schedule (26)	16+	6		5	11	3		67%	33%

TABLE 11

NON-QUESTIONNAIRE PERSONALITY EVALUATION

Test	*Ages*	*Vision* T. B.	*Vision* P. S.	*Vision* Both	*Number Reporting* Total	*Number Reporting*	*?*	*Adeq.*	*Good*
The Rorschach Technique (21)	5+		168		168	17	18%	41%	41%
Thematic Apperception Test (or TAT) (21)	6+		119	50	169	15	20%	47%	33%
Sentence Completion (Various) (21)	5+	4	64	1991	2059	95	8%	39%	53%
Bender Visual Motor Gestalt Test (21)	5+		318		318	34	29%	50%	21%
House-Tree-Person (P-F) (33)	4+		409		409	14	36%	50%	14%
Draw-A-Person (33)	4+		103		103	11	45%	45%	10%
Figure Drawing (33)	7+		49		49	7	29%	57%	14%
Other Drawings (miscellaneous or not named)	5+		202		202	5	20%	40%	40%
Sargent Insight Test (11)	16+			16	16	2		50%	50%
The Sound Test (14)	adult			5	5	1		100%	
Word Association and miscellaneous short verbal projectives	6+			78	78	11		70%	30%
Serial Subtraction from 100 by 7	adult			29	29	1			100%
Standard Psychiatric Interview	16+			40	40	3	33%		67%
Three Answer Test (29)	15+			5	5	1			100%
Audubon Visual-Tactile Technique (3)	16+			115	115	1			100%

TEST PUBLISHERS AND DISTRIBUTORS

1. American Foundation for the Blind, 15 W. 16th St., New York City
2. American Printing House for the Blind, 1839 Frankfort Ave., Louisville, Ky. 40206
3. Audubon, James, 73-53 197th St., Flushing, N. Y.
4. Bruce, Martin M., 340 Oxford Rd., New Rochelle, N. Y.
5. Bureau of Educational Research & Service, University of Iowa, Iowa City, Iowa
6. California Test Bureau, Del Monte Research Park, Monterey, Calif. 93940
7. Cardall Associates, Cardall's Corner, Yardley, Penna.
8. Consulting Psychologists Press, 577 College Ave., Palo Alto, Calif. 94306
9. Educational Test Bureau, 720 Washington Ave., Minneapolis, Minn.
10. Educational Testing Service, Princeton, N. J.
11. Grune & Stratton, Inc., 381 Fourth Avenue, New York, N. Y. 10016
12. Harcourt, Brace & World, 757 Third Ave., New York, N. Y. 10017
13. Houghton-Mifflin Company, Boston, Mass.
14. Human Sciences Research, Inc., Westgate Research Park, McLean, Virginia
15. Institute for Personality and Ability Testing, 1602-04 Coronado Dr., Champaign, Ill.
16. Moore & Associates, 4406 Jett Road, N.W., Atlanta 5, Ga.
17. New York Assoc. for the Blind, 111 E. 59th St., New York, N. Y. 10022
18. Ohio State University, Columbus, Ohio
19. Perkins School for the Blind, 175 N. Beacon St., Watertown, Mass. 02172
20. Personnel Research Center, 1604 Spruce St., Philadelphia, Pa. 19103
21. Psychological Corporation, 304 E. 45th St., New York, N. Y. 10017
22. Psychological Services, Inc., 909 W. Jefferson Blvd., Los Angeles 7, Calif.
23. Psychology Research, Box 14, Technology Center, Chicago, Ill. 60616
24. Psychometric Affiliates, 1743 Monterey, Chicago, Ill. 60643
25. Public School Publishing Co., Bloomington, Ill.
26. Science Research Associates, Inc., 259 E. Erie St., Chicago, Ill. 60611
27. Sheridan Supply Co., P.O. Box 837, Beverly Hills, Calif. 90213
28. Slosson Educational Publications, 140 Pine St., E., Aurora, N. Y. 14052
29. Spaulding, Patricia J., Ph.D., Tampa General Hosp., Tampa, Fla. 33606
30. Stanford University Press, Stanford Univ., Calif.
31. Stoelting Co., 424 N. Homan Ave., Chicago 24, Ill.
32. Richard M. Suinn, Ph.D. & William L. Dauterman, M.A., Stanford University School of Medicine, Calif.
33. Western Psychological Services, 12035 Wilshire Blvd., Los Angeles, Calif. 90025
34. Williams, M., University of Birmingham Institute of Education

NOTE: Persons interested in the Culture Fair for Adult Blind (Table 2) may contact Herbert W. Eber, Ph.D., 1430 W. Peachtree Bldg., Suite 508, Atlanta, Ga. 30309.

Name changed to: Personnel Research and Guidance 33
Center. Executive Offices: 1064 Spruce St., Phila, Pa. 19103.

Printing Office & Client Services: 915 Walnut St. Phila, Pa. Tel. 215-723-0100.

SENTENCE COMPLETIONS TEST FOR USE WITH VISUALLY HANDICAPPED

Name_____ Age_____ Sex_____ Date_____

Examiner_____ Degree of Vision_____

When blinded_____ Degree of Education_____

Instructions: Complete these sentences to express your real feeling. Try to answer every one. Be sure to make a complete sentence.

1. Our family_____
2. I feel_____
3. Fighting_____
4. Money_____
5. Work_____
6. I suffer_____
7. My friends_____
8. My mother_____
9. My mind_____
10. My greatest longing_____
11. My imagination_____
12. Men_____
13. I fear_____
14. My greatest trouble_____
15. Earning my living_____
16. I secretly_____
17. I cannot understand what makes me_____
18. Blind people_____
19. Religion_____

20. My worst_____
21. I am very_____
22. My childhood_____
23. Suicide_____
24. My father_____
25. I envy_____
26. My eyes_____
27. The dark_____
28. My chief worry_____
29. I feel the most proud of_____
30. Women_____
31. Death_____
32. My greatest ambition_____
33. Blindness_____
34. Love_____
35. I get pleasure from_____
36. At home_____
37. I feel hurt_____
38. Children_____
39. I become embarrassed_____
40. I am ashamed_____

PSYCHOLOGICAL REPORTS

CASE STUDIES

PSYCHOLOGICAL REPORT

NAME:	K Susan	Interviewed 10/15/74
ADDRESS:	Hudson, New York	Born: 4/1/58
VISION	O.U. None	
DIAGNOSIS:	O.D. Cornea and lens opague O.S. Microphthalmus	
ETIOLOGY:	Congenital (Herbert S. Silverstein, O.D., 10/15/73)	

OTHER PERTINENT MEDICAL INFORMATION:

"...partial mentally retarded child with no limitation regarding the muscolo-skeletal system"
(R.I. Ghiulamila, M.D.,8/4/72)

REFERRED BY:	Mr. S.S. Fisher Field Supervisor Commission for the Visually Handicapped
REASON FOR REFERRAL:	Psychological testing and evaluation to assist in determining feasibility of education and training for independent living.

GENERAL APPEARANCE, ATTITUDE AND BEHAVIOR

Miss K is a healthy looking, somewhat underdeveloped 16 year old single woman who physically appears younger than her 16 years. Her dress and grooming reflected the obvious interest in her being presented well by her foster mother. Miss K was escorted to the test situation by Mrs. Bass, the foster mother who has taken a great deal of interest in Miss K . Despite Miss K's obvious mental retardation, rapport was easily established and she offered no resistance in accompanying the examiner to the test situation without the accompaniment of Mrs. Bass. In this process it might be noted that Miss K has already acquired mobility techniques, at this point, utilizing the human guide technique with effectiveness. Her attention throughout the testing was easily maintained

for almost the 1½ hours of being faced with new materials. Only on rare occasion did Miss K attention waiver to other stimuli in the room. She responded to many of the examiner's directions, although she herself had few words at her command to articulate. Although Miss K was not able to offer any information regarding her personal history, this appears to be already thoroughly documented by the New York State Commission for the Visually Handicapped and the Eleanor Roosevelt Developmental Center at Valatie, New York. All records tended to confirm considerable growth in terms of physical motility and activity since being exposed through greater growth opportunities offered by the above developmental center and the interests of Mrs. Bass. In the past one to two years Miss K has apparently acquired many new self help techniques. The staff report that she is constantly experiencing new growth.

In helping assess Miss K it should be noted that all tests administered were offered for the prime focus of helping establish Miss K potentials for learning. Although her mental retardation is apparent, it is hard to measure in a formal way since Miss K has never had until recently any form of training designed to help her achieve degrees of independent functioning and self help.

ACHIEVEMENT ON TESTS

Intelligence: Efforts to administer the Wechsler Intelligence Scale for children were soon discontinued due to Miss K inability to respond to any of the questions. A combination of a lack of any degree of formal education and training combined with an inability to verbally express her thoughts rendered infeasible the administration of this test instrument.

The Purdue Pegboard Test, an instrument assessed usually assessing manual dexterity, was employed to help gain insights as to Miss Kline's ability to learn instructions and new concepts. As the materials were placed before her, she began a spontaneous exploration of them. In so doing, her plan of search revealed logic and insight. Her exploration of the materials was thorough. When she missed a portion of the test, the examiner was able to

call her attention to it by gently moving some of the materials. Miss K quickly comprehended the idea that she missed part of the test in her search. Although not able to understand a formal presentation of the instructions, Miss K quickly comprehended that she was to perform upon this test when she was encouraged to follow the pattern set by the examiner. After several trials of the examiner taking a pen and placing it in the first hole and repeating this process, Miss K was able to duplicate the process. In so doing, she demonstrated a capacity for learning simple instrictions. Although much repetition was required because of an initially short attention span, it was observed that as Miss K experienced success and was offered approbation by the examiner, her attention span and interest in the test strengthened. After several trial repetitions, Miss K was able to replicate the test procedure and follow such simple instructions as "Susan, let's do it once more," or an instruction as "Susan, stop and put the materials back." Miss K was able to do this after a few minutes of trial. Most significantly, it should be noted that approximately 45 minutes later when the examiner returned to this test, Miss K had still retained the instructions and implemented them with accuracy. She more than amply demonstrated a capacity for learning, retention, and recall. During another aspect of this testing, the examiner deliberately took some of the materials and dropped them at random on different portions of the test table. Miss K was quickly able to identify and localize the sound, retrieve the materials, and put them back in their proper location upon the test board. In this process, Miss K was able to demonstrate the use of both hand simultaneously and revealed considerable logic in her plan of search for the materials. Her movements were not random, but deliberately designed in a way to cover the entire area of the test table.

The Minnesota Rate of Manipulations Test was employed in a similar manner to the instrument described above. Although Miss K was unable to understand the formalized presentation of the test's instructions, a revision of the test presentation was conceived to help assess Miss K capacity for learning. As the test materials were place before her, Miss K performed a most eager exploration of them. Once again, she did so in a spontaneous manner. She felt all the materials and stretched her arms to the length of the test board. Although she smelled some of the materials because of the aromatic

redwood utilized, perhaps, she did not attempt to ingest or taste the wooden blocks. When the test was separated into two halves, Miss K curiosity appeared peaked. One half of the board with 60 holes and blocks within them was further described both verbally and tactually to Miss K . Her attention was then focused on the adjoining board similar in size with 60 empty holes. Miss K spontaneously took one block and placed it into the empty hole of the adjacent board. When the examiner complimented Miss K for this action, and instructed her to repeat this once again, she did so. She then waited for the next instruction to do this once again. Miss K continued to perform in this manner until half way through the board she was able to conceive the concept that she was to move all of the 60 blocks, one at a time. Her search upon the board with the blocks and subsequently upon the board with fewer and fewer remaining holes gave more than ample evidence of the logic employed by Miss K . This task became more increasingly complex as more holes upon the adjoining board were utilized. Yet Miss K did not give up in frustration and continued to search until she was able to find the appropriate hole upon which to place the block. At one point, Miss K droppped one of the blocks upon the floor. She immediately stood up, bent down, and began searching for it in a most logical fashion. Once again she was demonstrating a plan of search which enabled her to locate the block, return to the table, and place it into an empty hole upon the test board. In this process, Miss K was able to demonstrate as well concepts of directionality. Her mobility instructor confirmed this and indicated that these developing concepts have already been utilized in offering her some orientation and mobility instruction. Miss K is apparently able to integrate and utilize such training.

After the testing with Miss K was concluded, an interview was conducted with several of the staff involved with her in her training as well as Mrs. Bass. During this process, the Maxfield Bucholtz Social Maturity Scale for pre-school blind children was compiled to gain an assessment of Miss K current "social quotient" as an index of her motility, independent fuctioning and growth. When compared to a six year old, Miss K has a social quotient of .76 on a scale of 100. In view of her actual chronological age of 16.5 years,

this social quotient is reduced to a score of .28 on a scale of 100. While this does indicate considerable retardation in terms of her intellectual growth and independent functioning, it is essential to note that to a considerable degree, this has been the direct result of her total blindness, initial abandonment by her family and total lack of stimulation and training in some of the former institutions where she was housed. The test scores indicate that through the 3 year old level, Miss K is able to perform upon 53 of the 54 items assessed. At the six year old level, she is able to successfully perform but 40% of the items judged appropriate for a child of this age. A further subtest analysis suggests considerable disparity and uneveness of growth directly attributed to the lack of stimulation previously offered to Miss K . She experiences most difficulty with communication skills wherein she is able to respond to but 6 of the 12 items assessed. Miss K is able to perform successfully 20 of the 24 items assessed in a group considered to be self help general. In terms of dressing skills, she is able to complete successfully 10 of the 15 areas assessed. In locomotion and motility, she has successfully acquired 10 of th 11 skills assessed. The disparity and uneveness of performance upon the various subtests suggests the result of lack of appropriate educational opportunities for such development. The fact that Miss K is capable of performing so successfully upon some of the categories assessed suggests that she may have additional potentials which have not as yet been tapped.

SUMMARY AND RECOMMENDATIONS

Although there appears to be little question of the fact that Miss K is retarded, the administration of the several tests described in this report in combination with her behavior during the testing more that amply is evidence of potentials which deserve exploration and possible development. Miss K is capable of learning. She is capable of retaining instructions and utilizing them at a later date. She demonstrates logic and initiative. She is responsive, especially to encouragement and approbation. She is able to maintain her attention level for significant periods of time. She is cooperative young woman who appears eager to learn. The uneveness of her total development suggests that there is considerable potential for her further growth. Miss K requires

particular assistance in the areas of communication skills and socialization opportunities. Miss K , while not prepared at the present time to become involved in formal academic training, appears to be an excellent candidate for the receipt of such instructions which would help her develop greater self help skills. Through such specialized instruction designed for individuals who are both blind and mentally retarded, Miss K may be able to gain those skills which would help her function with such independence so as to enable her to remain living in the community with foster home assistance. It is anticipated that with the success of such training, Miss K will be able to avoid being considered for permanent and full time institutionalization in some State facility. Miss K demonstrates sufficient potentials to warrant a more lengthy and comprehensive assessment and evaluation at such a program as offered at the New York Institute for the Education of the Blind. It would appear that Miss K is an appropriate candidate for their program which specializes in working with blind, retarded youths.

Saul Freedman, Ph. D.
Psychologist

SF:jc

Psychological Report
K Susan

TEST RESULTS

Wechsler Intelligence Scale for Children

	Scaled Score	I.Q.	Rating
Verbal Score	(test discontinued - see narrative)		

Purdue Pegboard Test

	No. Placed	Percentile
Right Hand		
Left Hand		
Both Hands	(No scores yielded - see narrative)	
Total		
Assembly		

Minnesota Rate of Manipulations Test

	Time	Percentile
Placing	(No scores yielded- see narrative)	
Displacing		

Social Maturity Scale - Maxfield and Bucholtz

(C.A. - 16.9)

Year Level	Items Passed	Social Age Values
0-1	20	1.00
1-2	20	1.00
2-3	14	.93
3-4	9	.60
4-5	6	.60
5-6	4	.40
	Total	4.53

Social Quotient at 6-year level .76 out of 1.00
Social Quotient at 17-year level .28

Subtest Analysis

Category	Items Passed
General	20 out of 24
Dressing	10 out of 15
Eating	7 out of 9
Communication	6 out of 12
Locomotion	10 out of 11
Socialization	6 out of 10
Occupation	11 out of 14

75 Post Ave., Westbury, N.Y. 11590

11/16/73 997-5500

NAME: Francis INTERVIEWED: 11/14/73

ADDRESS: Mineola, N.Y. BORN: 11/29/64

REFERRED BY: Mr. Paul Sauerland, CSW
Supervisor of Social Services - Catholic Charities

REASON FOR REFERRAL: Psychological assessment of intellectual potential for educational planning.

VISION: c.c. O.U. 20/200
c.c. O.D. 20/30, O.S. 20/200

DIAGNOSIS: Alternate Esotropia and Amblyopia
(U.F. Villadolid, M.D., 4/30/73)

GENERAL APPEARANCE, ATTITUDE AND BEHAVIOR:

Francis is a short slightly built frail looking youth who appears somewhat younger than his nine years. Escorted by his father to the test situation Francis was dressed and groomed in a manner which reflected his family's interest in his appearance. Despite some initial anxiety during the early portions of the test situation, a good working rapport was readily established and easily maintained. Francis proved to be a most pleasant cooperative youth. He asked many questions which reflected a healthy curiosity concerning the test situation. He readily demonstrated his ability to articulate his thoughts. His affective use of language was most noteworthy. His overall affect was judged to be alert, friendly and outgoing. Although his many questions reflecting his healthy curiosity could have been distracting, it was found that it was easy to redirect his attention to the work at hand.

Although Francis wears glasses that indicate visual problems, he seemed to utilize his residual vision with great effectiveness. He functions as a fully sighted youngster. Francis and his five siblings share their household with their parents and grandmother. Francis has four sisters aged 14,13, 11 and 10. His

brother is two years his junior. All seem to get along well despite the usual types of rivalries existing in a closeknit family unit. Francis described his father as "my dad is nice, he works hard. We can't do too much together. I like going to my uncle's house where I can run around a lot." When speaking of his mother, Francis stated "she's nice, she's just like my Dad. Sometimes she yells at me if I don't do my homework. My grandmother takes care of the house." Francis indicated that although both his parents are employed, his mother is always home in time to receive the children from school. The grandmother assumes any of the household responsibilities.

Francis is currently attending the third grade of Corpus Christi school. When asked regarding his impressions of it, he stated "sometimes, I like it, sometimes I don't. Math is hard. I don't get to go to gym much. The teacher is nice but sometimes she yells at me when I stumble over words with the big books. I hope I go on to small books. It's easier." Francis was referring to large print text books which had been made available to him. Throughout the testing day, Francis was most spontaneous in his statements. He volunteered the fact that in the first grade he felt that his teacher "kicked me out of class, she thought I didn't want to work. It was my eye problems. In the second grade, the teacher was nice. She helped me a lot." Parenthetically, Francis asked if the results of the test would be sent to his teacher. When questioned what he would wish, he state "Don't, she'll yell at me." When it was suggested to Francis that the results might be most positive, he seemed anxious to share this information with his teacher.

ACHIEVEMENT ON TESTS:

INTELLIGENCE: Francis was able to utilize his residual vision with sufficient effectiveness to enable the administration of the total battery of the Wechsler Intelligence Scale for Children. His full scale score place him within the middle of the bright normal range. There was some fluctuations in Francis' performance, to suggest that his intellectual potential was actually within the superior range.

Francis

Francis' performance upon the sub-tests of the verbal scale showed some degree of variability but for the most part were at the lower reaches of the superior range. Francis appeared to display considerable creativity in his responses to the similarity sub-tests. He readily recognized verbal relationships between concepts and functioned comfortably with both abstract and concrete concepts. His capacity to define the items of the vocabulary sub-tests was rather sophisticated especially in terms of his visual problems. Although he dislikes the subject of mathematics, his performance upon the arithmetic sub-test was rated as within the upper portions of the bright normal range. His work was most logical. Francis' responses to the items of the Comprehension sub-test reflected considerable maturity for his age. Francis apparently is able to profit from the lessons of every day learning experiences in extrapolating them to deal with every day new situational problems. Francis' possession of knowledge pertaining to historical, geographical and cultural information was rated as average. This would tend to suggest that his current profiting from formal[illegible]ed academics is not keeping pace wit[illegible] his overall development in other areas. His performance in such an area is readily responsive to any degree of remediation.

Francis' performance upon the various sub-tests of the Performance Scale displayed a similar degree of variability. Much the same type of information was obtained as was described in the preceeding paragraph. His overall score was somewhat reduced by his tendency to act impulsively. Francis enjoys responding quickly in the hope that he would gain approbation from others. This in turn sometimes results in his being penalized for a wrong response. When encouraged to consider his answer more care-

fully, he is capable of producing more accurate work. While Francis is obviously limited, it must be noted that the effectiveness with which he utilized his residual vision enables him to compete in all tasks with fully sighted children his own age.

SUMMARY AND RECOMMENDATIONS:

Francis was seen as young boy who has the capacity to be spontaneous, warm, outgoing and cooperative. He has many positive qualities which in all probability can be better elicited by those he likes and feels comfortable with. His current fears in a school setting tend to inhibit his more effective performance. Francis craves not only approbation, but recognition and acceptance. His acting out behavior in a school setting is designed to meet these needs. In his effort, Francis on occasion does become disruptive and receives those degrees of admonishment which only tend to increase his sense of frustration, insecurity and rejection. These in turn percipitate even greater acting out. Francis has considerable capacity to learn. His intellectual potential was judged to be within the superior range of intelligence. He responds to challenge. He is able to handle it with ease if appropriate recognition and approbation is offered. Francis is a very curious child who is easily distracted from tasks at hand. He does require frequent redirection of his efforts. Such help should be given with a combination of firmness and warmth. The challenge of Francis' academic setting should be consistent with his higher potentials It may well be that he is bored in his present setting. Some of his own feelings of selfconsciousness and inferiority may be removed if Francis were to be provided

Francis

with regular size print materials rather than the enlarged print books he is currently using. He should be given greater responsibility both at school and at home. Francis craves more involvement and masculine activities with his father. It may well be that the household is too female oriented for Francis' sake. Remediation in these areas both at home and in school would serve to prevent the exacerbation of any problems Francis currently experiences. Such help at this time would assure the opportunity for Franics to work closer to his much greater potential as he matures.

Respectfully submitted,

_____

Saul Freedman, Ph. D.
Psychologist.

SF:am

Francis

TEST RESULTS

Wechsler Intelligence Scale for Children

	Scaled Score	I.Q.	Rating
Verbal	64	118	Bright Normal
Performance Scale	57	110	" "
Full Scale	121	115	" "

SF:am

997-5500

INTERVIEWED 12/1/72

NAME: William Born 7/18/61

ADDRESS: New Hyde Park, N.Y. 11104

REFERRED BY: Mr. Paul Sauerland, CSW
Supervisor of Social Services - Catholic Charities

REASON FOR REFERRAL: Psychological testing and evaluation to assist in educational planning.

VISION: s.c. O.D. Light Perception, O.S. 20/400
c.c. O.D. " " " 20/80

DIAGNOSIS: O.U. Albinism, Nystagmus
O.D. Aphakia
(George Osten, O.D., 11/11/72)

DISCUSSION: General appearance, attitude and behavior.

William arrived on time for the scheduled appointment escorted by his mother. He is a thin, pale youth who looks underdeveloped for his age. He seems considerably smaller than other 11 year olds. He was neatly dressed and groomed. As soon as he entered the examiner's office, he took off his dark glasses to put on other prescription lenses. Because of his condition of albinism, William is troubled by excessive light. Rapport was easily established with William. He proved himself to be a spontaneous, outgoing young man, with a gregarious sense of humor. His initial anxiety regarding the testing situation was quickly dissapated when the purpose and nature of the examination was explained to him. He proved to be most cooperative and well motivated. Frequently throughout the test day he would ask as to his progress and status. He seemed most interested in doing well. William gives a fully sighted appearance and in actuality invests a great deal of energy in being involved in those activities which tend to reassure him that he has no disability. When asked about his visual problems, he quite clearly

indicated "I'm blind in one eye, I have only side vision in my right eye. Everything shakes when I take my glasses off." He is the only member of his family whose vision is so effected. When asked after his health in general, he described it as good. He later added though "When I swim a lot, my chest hurts, when I run a long while, my ankle hurts."

William lives with his siblings and parents in their own home in nearby New Hyde Park. According to William, his father is employed by Bunker-Rano "working with computers". He indicated that his mother in addition to her household responsibilities is very much involved in raising and grooming dogs. "I like dogs. The only thing I like more than dogs are space programs." When asked to describe his father, William made an expression of feigned pain "He's nice, sometimes, he's bad. My parents argue, sometimes over food and money. I go upstairs so I can't hear. Mom is nice." In actuality, William appeared very close to both his parents. His affections for both made it impossible for him to state a preference for either parent. William is the youngest of a family of four children. He has a brother aged 13, and two sisters aged 19 and 21. The eldest was recently married. He stated he gets along "great" with his sisters. There is mild rivalry with his brother.

After completing kindergarten and first grade at Stewart Manor School, William and his brother was transferred to St. Anne's Parochial School. He is now attending the sixth grade. He indicated several problems regarding his behavior in class. "I get blamed for lots of things, sometimes I don't do them." He spoke of his frequent fights with other students but indicated that at times, he precipitates the problems. When asked as to why this occurred, he responded "I haven't been accepted. I haven't been able to find out why." William seemed to dwell on his being called names by other students, especially when they pertain to his visual problems. On numerous occasions he has been called "freak" or another derivation of this name. Save for the subject of mathematics, William stated that his grades were good. Although having large print text books, William prefers to read the same books that his peers utilize. He expressed some degree of embarrassment in being given preferential treatment which tended to highlight his visual problems. In addition to his interest in sports activities, William stated that his

favorite hobby relates to his building of space ship models.

ACHIEVEMENT ON TESTS:

Intelligence: The Wechsler Intelligence Scale for Children was administered to William.

His full scale intelligence quotient places him within the superior range of intelligence. Because of his extensive vision, both portions of the scale were administered. William obtained a verbal scale score which placed him in the bright normal range of intelligence and a performance scale score which was rated as very superior. Although William's performance was fairly consistent within each of the respective scales measured, it might be noted that there is considerable difference in performance between the more verbally oriented scale and the performance portion which followed. William's difficulty with academic subjects and the attendant problems in becoming visually involved with them are the primary cause of this discrepancy. In examining his performance upon the verbal scale, it would appear that his performance upon the arithmetic subtest was the weakest. It should be noted, however, that even in this area, his score was rated as high-average. Never-the-less, it is most likely that his problem in visually concentrating upon written materials and blackboard illustrations that accounts for William being somewhat behind in this particular subject. His confidence in vocabulary, informational subjects and skill in abstracting verbal concepts attests to his much higher intellectual potential. This is more graphically illustrated to his involvement upon the items of the performance scale. William seemed to enjoy these particular sub-tests since they were not academically oriented. He displayed a great deal of zeal and enthusiasm as the tests was administered. He felt perfectly comfortable in placing his face close to the materials to be observed. His application of intelligence reflected considerable logic and abstract thinking ability. The fact that William displayed considerable intellectual gift while performing upon the block-design test ruled out any possibility that organic brain damage may be present. This was his best area of performance. In all

probability, as Willie makes better adjustments in the utilization of his residual vision, and obtains greater comfort in dealing with verbal and printed materials, his performance in that area will become more commensurate with his overall intellectual potential well within either the superior or very superior range. It was observed that some of the errors he committed on the various sub-tests were directly attributed to the careless utilization of his vision. William attempts to scan materials in order to read them as quickly as a fully sighted person. He must learn to be more careful in his reading habits.

ACHIEVEMENT TESTING:

The administration of the wide-range achievement test revealed large variations in terms of William's academic performance. This instrument measured William's skills in three areas. They included reading, spelling and arithmetic. It was observed that William's performance upon the arithmetic sub-test was at the 34th percentile. His functioning is rated at the fifth grade level. Careful edamination of his responses to the various items indicated that many errors were due to a careless interpretation of the function sign provided. He frequently mistook a subtraction sign for one of division or a multiplication sign for one of addition. These same types of errors are observed in his poor reading habits. William's spelling score placed him at the 55th percentile at grade 6.3. On many occasions, he was able to correct himself but on other occasions, he corrupted an otherwise correct response. His spelling skill is far below that of his reading ability. It suggests that while William has a superior vocabulary, in terms of every day usage, he is not carefully attendant to reading the material that he should be familiar with. William's reading score places him at the 99th percentile. He attained a grade score of 10.5. It might thus be observed that some of the problems manifested upon this test were a repetition of some of William's difficulties observed in his performance upon the Wechsler Intelligence Scales. They are similar to the problems he is encountering in his academic performance at school. Visual problems compounded by careless reading habits appear to be one of the fauses of his difficulties.

MOTOR FUNCTIONING:

The Bender-Gestalt Visual Motor Coordination Test was administered to William. No evidence of organicity was ob-

served in his reproductions of the various figures. He had some difficulty with particular patterns which were directly attributed to his visual impairment and exacerbation due to a condition of nystagmus. It was also observed that when William took more time and was careful in his reproductions, he could account for greater accuracy. Carelessness as well as impulsive behavior appeared to be greatly responsible for much of William's problems academically. When conscious of his limitations he is capable of taking greater care. When wishing to avoid bringing any attention to his limitations, he tends to become more careless. It would appear that William does not have any motor-coordination problems.

PERSONALITY:

William is a spontaneous and creative youth who tends to act with a great deal of impulsivity. He seems to be possessed with a great deal of excess energy which has too few outlets for expressions. The lack of appropriate resources to ventilate both his intellectual and physical needs does create a degree of frustration within him. Some of this appears to find ventilation through his mischievous behavior at school. William is angry and hurt at not finding acceptance from other students. He wishes to be competitive with them on all levels, not being able to do this in those activities requiring normal vision creates a form of mild hostility in his relationship with other students. A Discussion with Mrs. tended to confirm this wherein she herself has observed him teasing other students. William is a sensitive and insightful youngster. He is very much aware of how others feel towards him. Although he pretends to be unaware of rejection by others, he is very much hurt by their behavior. He seeks some form of retribution and satisfaction in the discovery that he is capable of manipulating others about him. He has the intellectual wherewithal to achieve this with considerable success.

The administration of several projective personality tests revealed nothing significant in terms of suggesting emotional disturbance. William is a fairly healthy youngster in terms of his emotional status who shows a great deal of ingenuity and creativity even in the drawings he was asked to produce. Contrary to his earlier statements that he feels equally close to both parents, it appeared that William is far closer and more comfortable with his mother. He more readily identifies with her. He tends to see male figures, particularly his father, as a very directive kind of in-

dividual who is supervising all those about him.

Although William had made fairly effective adjustments to his visual limitations, much of his energy in this direction is invested in his very strong belief that his vision will continue to improve. These beliefs are reality based, According to Mrs. the optometrist has told William that this will occur. When asked as to the future status of his vision William responded "I know I will see better." When asked why he has so certain of it, he responded "I am sure of it." When questioned further, he added "I'll make it happen."

SUMMARY AND RECOMMENDATIONS:

William is a young man who is gifted in terms of his intellectual endowment. He is a spontaneous, creative person who enjoys intellectual challenge. He has little awareness of his potentials. At present, he is heavily invested in those kinds of physical activities which would make him feel more competitive with his peers. It would appear that , William's father, difficulty in accepting his son's visual problems is further compounded by a heavy emphasis to involve William in physical activities. Appropriately, Mrs. does not wish to over-protect William. While William should be encouraged to continue to attempt to compete in all spheres, he must be given that support which would enable him to work closer to his greater potentials in an intellectual and academic setting. William experiences a great deal of frustration while in school. His lack of success is closely tied in with his visual problems which prevent him from reading materials with the kind of care that is required by him in order to succeed. He tends to be careless and impulsive when involved with printed materials. He is embarrassed when he must rely on special aids. He is equally sensitive to the utilization of large print materials. William possesses the capacity to develop insight regarding the reasons for his academic difficulties. The results of these tests, his potentials and limitations should be interpreted to him in a manner suitable for his comprehension. Similarly these results should be shared with both his parents. These results in particular must be made available to William's teachers and anyone responsible for offering him remedial assistance. If special

work projects were assigned to William designed to capitalize upon his very deep interest in space activities, he could be brought to be heavily involved with reading and writing activities. They must be of a nature, however, which are appropriate to his interests. Relating importance for success in mathematics with success in space activities, might be one teehnique. Mrs. has attempted this with some fegree of success. If this were done by an educator, it might be more effective. It should be reemphasized that much of William's mischievous behavior and below level functioning in school is directly attributed to his poor vision. This in turn triggers feelings of frustration because of the lack of opportunity he experiences to find himself involved in those activities where he sees himself as a more complete and competitive young man. With special attention, direction and stimulation, William can be brought to perform closer to his much greater potentials.

This concludes the report of William

Saul Freedman, PHD
Psychological Consultant

SF:am.

William 12/1/72

TEST RESULTS

WECHSLER INTELLIGENCE SCALE FOR CHILDREN

	Scaled Score	I.Q.	Rating
Verbal Score	63	116	Bright Normal
Performance Score	74	133	Very Superior
Full Scale Score	137	124	Very Superior

WIDE RANGE ACHIEVEMENT TEST

	Score	Grade	Percentile
Reading	86	10.5	99
Spelling	47	6.3	55
Arithmetic	35	5.2	34

Bender-Gestalt Visual Motor Coordination Test

(see narrative)

Sentence Completions Test (projective personality test)

House- Tree - Persons Test (projective personality test)

FS:am.

NAME: Rodney INTERVIEWED: 3/2/73

ADDRESS: Roosevelt, Long Island 11575

REFERRED BY: Mr. Paul Sauerland, CSW BORN: 8/24/58
Supervisor of Social Services
Catholic Charities

REASON FOR REFERRAL: Psychological testing and evaluation to assist in determining intellectual status and educational potentials.

VISION: s.c. O.D. 20/200, O.S. 20/25
c.c. O.D. 20/70, O.S. 20/20

DIAGNOSIS: Hyperopia and anisometropia (a focusing problem)
Mrs. Hewitt, school nurse, quoting optometric report 10/14/72).

GENERAL APPEARANCE, ATTITUDE AND BEHAVIOR:

Rodney arrived on time for his scheduled testing and was escorted by Sister Bernadette. Dressed in his school uniform clothing which was markedly soiled. Rodney appeared visibly disturbed at the necessity of being tested. His hostility was obviously controlled. When the subject was brought up, he remarked "everybody has been testing me for my mental stability. I had tests for the last six years." Frequently Rodney avoided eye contact with the examiner. His speech seemed slightly slurred. He experienced trouble in hearing many questions and blamed it upon his heavy cold. Rapport was inconsistent throughout the testing day. It seemed to fluctuate with Rodney's moods. Most of the time he was most impatient and anxious as to what the examiner was noting.

Rodney experienced considerable difficulty in discussing his visual problems. When the question was pressed, he remarked "it's a birth defect." He brought with him several pairs of glasses which he stated he used for reading purposes only, or when I get tired." It might be noted that at that point, Rodney put on a pair of glasses even though no reading was required of him. He tried to give the examiner the impression that

his vision has improved over the past several years. When asked as to its prognosis, he remarked "I think it will be alright. I never think about it getting worse." When asked why, he commented "if you think like that, it happens." When asked as to his health in general he seemed startled and responded immediately, "my health is perfect." He indicated that he is the only member of his family to experience such visual difficulties.

Born in East Meadow, Long Island, Rodney has lived most of his fourteen years in the Hempstead and Roosevelt, Long Island areas. When asked as to his birthplace, he spontaneously broke into an explanation as to why he is retarded in school. "I was left back in the first grade. I couldn't discipline myself. I refused to work. I like to play and draw." It might be noted that throughout the testing day, Rodney would break into such tangential material articulating thoughts which at times seemed inconsistent with the questions which were being offered. Returning to a discussion of his family, prompted by the examiner's questions, Rodney indicated he is the youngest of a family of three children. He has a brother age 31 and a sister age 30. Both are married. At this point, Rodney felt obliged to offer an explanation as to why his contacts with his brother are minimal and why it is necessary for his brother's mother-in-law to care for her grandchild. No stimulus questions were offered for his responses.

Rodney lives with both of his parents in a rented cottage. He indicated that his father is a retired house painter. His father has been retired for the past four years due to a series of automobile accidents. He indicated that his father is 60 years of age. When asked as to his mother's age, Rodney responded "she is 6 years younger. She is 56, no 55." The family is supported through welfare assistance. When asked to describe his father, Rodney stated "he is an ordinary father. He's old fashioned. He's strict but lenient. He understands a lot of things. We get along alright." When speaking of his mother, he stated "she's wonderful." Rodney indicated that he felt much closer to his mother. He added "we're an old fashioned American family that sticks together." This seems inconsistent with his statements regarding his brother and their lack of contact.

As the question of Rodney's education was introduced, Rodney began rambling into many areas antici-

pating the examiner's inquiries. He justified this by stating "Everybody asks me these questions." Currently Rodney is in the eighth grade of Queen of most holy Rosary. In a rather disjointed way, he recreated the history of his difficulties in school. Enrolled in public elementary school for most of his life he recalled that increasing racial tensions in Roosevelt, Long Island made his parents transfer him to the school he is currently attending. He expressed considerable anxiety about completing his work successfully and being accepted by the high school. When asked regarding his grades, he used such terms as "disgusting, lousy - forget it." He felt that his grades are improving somewhat at the moment. He indicated that his favorite subject is social sciences. He stated he liked the subject of mathematics least. Rodney described feelings of distance when talking about his relationships with his school peers. He seemed somewhat guarded in his responses, especially when talking about the teachers.

When asked about his spare time activities, Rodney indicated that "I used to collect coins and stamps, now I like to build models of scenery." He had difficulty in elaborating on this most recent preoccupation. He indicated that he enjoys reading particularly, current novels. His interest in the subject seemed somewhat exaggerated in terms of the few novels he could name that he had read recently. Rodney has few social activities because of relatively few friendships. He indicated that he does date on occasion. When asked as to how he obtains money to afford such activities, he stated "I mow lawns, go on errands and fix things like electronics." He could not elaborate upon the latter.

ACHIEVEMENT ON TESTS:

Intelligence:

Wechsler Intelligence Scale for Children

	Scaled Score	I.Q.	Rating
Verbal Score	42	90	Average
Performance Score	43	90	Average
Full Scale Score	85	89	Dull Normal

Rodney

Wechsler Intelligence Scale for Children full scale scores were within the upper reaches of the dull normal range of intelligence. Rodney attained a verbal scale and performance scale score which were identical at the very bottom of the average range. What is most significant, however is the great variation of sub-test performance which ranged at anywhere from mental defective performance upon the arithmetic sub-test to bright normal performance on the information sub-test. Upon the latter Rodney revealed above average interest in and awareness of the world about him. Even in this area, however, his performance was inconsistent wherein he erred upon some of the more elementary items and responded correctly to some of the more difficult ones. This variation of performance in a sub-test was most graphically seen on the comprehension sub-test. His work was extremely uneven. Frequently his responses were corrupted by an inappropriate after thought. Some of his responses to questions which measured his ability to profit from the lessons of past experience and measured his ability to deal with every day living situations suggested potential behavior which was inappropriate. There were several elements of antisocial behavior. Some of Rodney's responses reflected strong feelings of suspicion toward others. This pattern was again reflected in his performance upon the similarity sub-test. His ability to recognize verbal relationships between concepts was frequently marred by his strong feelings of suspicion that the examiner was trying to trick him. Some of his long winded responses reflected a kind of schizoid rambling quality to them. His responses to the items of the arithmetic sub-test were severely restricted by his severe anxiety during this process Rodney was seen to be wandering with his thoughts on to other areas. It was difficult for him to maintain his attention span in such an anxiety inducing situation. His performance in this particular area was rated as mental defective. Rodney's competence in defining the items of the vocabulary sub-test was fairly consistent with his overall intellectual potential which was rated as average. Much of the same patterning was observed with Rodney's performance upon the Performance scales. Suspicious that upon the picture completion sub-test, there were trick responses. Many paranoid elements were seen in the quality of his answers. His constant turning of the materials upon the Block Design sub-test suggested potential organicity. He rotated most of the designs and created some gross distortions in the placement of the nine cube figure which upon examination re-

vealed more than perceptual problems. His performance was strongly suggestive of personality disorder. Rodney's performance upon the picture arrangement and object assembly sub-test were not clinically significant but did reflect his average intellectual potentials. His performance upon the coding sub-test, however, reflected the effects of his severe anxiety. He frequently had to erase his markings because of the tremulousness of his hands. Rodney was extremely anxious. The speed with which he was able to work however, did indicate that his visual impairments were not of a severely handicapping nature. Information concerning Rodney's intelectual performance, it might be stated that although possessing average intellectual potentials, his ability to utilize them is severly influenced by personality disorder.

VISUAL - MOTOR PERFORMANCE:

Some of Rodney's behavior and performance during the administration of the intelligence scales was suggestive of neurological disfunction. As a result, the Bender Motor Gestalt test was administered to gain further insights in this area of Rodney's performance. Although some distortions were noted in terms of the types of reproductions made by Rodney an evaluation of them is less suggestive of neurological problems than those of personality ones. There is some evidence of emotional disorder in terms of Rodney's approach to this test. Initially there was almost a compulsive counting of each of the dots to be reproduced on the various cards. His anger and hostility were controlled for a short while. When no longer able to manifest this control, Rodney became disinterested in the test and his accuracy of performance suffered. More distortions began to appear. His erasures and reproductions increased in frequency and numbers of errors. Although able to recognize some inaccuracies, Rodney became less interested in correcting them. He seemed to be less capable of controlling his feelings with the increasing pressure he was feeling from the test.

PERSONALITY:

In view of Rodney's performance during the interview phase of the examination and his subsequent performance upon the various tests that followed, several projective devices were employed to gain a further assess-

ment of his personality. Rodney experienced considerable difficulty with the house-tree-Persons test. Although having male identification, he experienced considerable difficulty in completing his drawing of a man. Initially, he erased, after finding it difficult to initiate a portion of the legs of his male drawing. There were other aspects of the drawing which suggested considerable sexual anxiety. A portion of his drawing suggested feelings of guilt as well. Most of the figure's left arm and hand were omitted. Rodney initiated two efforts to draw a female figure. In both instances, he could not go beyong the drawing of a portion of the head. Finally, he gave up in anger with remarks, "I'm fed up, I can't do it." Rodney seemed to experience overall difficulty in drawing human figures. This was not the case when asked to draw a picture of a house. He seemed to approach the task with zeal. He devoted a great deal of attention and interest to this task utilizing almost every portion of the entire sheet. There was a great deal of detail in the "mansion" he created. When asked to describe it, he stated "it's just an ordinary mansion." Rodney seemed to be escaping into a fantasy world while drawing this particular object. He surrounded himself with forests, with rivers, a bridge, gates and fences. He seemed completely insularized. Later in the personality testing, some of his responses to the sentence completion tests prompted him to elaborate upon his desire of being amongst trees. The compulsive aspect seen upon this drawing were carried forward into Rodney's rendition of a tree. The entire page was utilized. After experiencing considerable difficulty with the completion of the upper extremity portion of the tree, Rodney then went on to offer much more detail in the river and various objects floating in it that he wished to include in the drawing. It might be noted, however, that his tree was barren and without any foliage.

Rodney's responses to the items of the sentence completions test added additional corroboration of some of the impressions gained through his performance upon the priviously discussed test. He was extremely wary of the examiner's questions and began to express his displeasure and hostility in a more overt manner. He refused to answer some of the stimulus questions and frequently would state "I don't want to say anything, I know about myself. I want to playit cautiosly, I don't want to answer. I better give you an anser different when the one I"m thinking." These were typical of his

responses when he felt fearful of revealing "too much" of himself. When asked why he felt this way, Rodney responded "you shouldn't spill too much. It's the law of human nature." Rodney was most concerned with the responses and what the examiner was writing. Despite the examiner's efforts to show Rodney that he was writing nothing but what was being dictated to him, Rodney became very defensive and suspicious. Despite Rodney's guardedness he gave considerable evidence of emotional disturbance which in all probability had been in existence for some duration according to some notes supplied by a school psychologist who tested Rodney on a previous occasion.

SUMMARY AND RECOMMENDATIONS:

Although possessed of an average intellectual endowment which should enable him to profit from educational experiences of similar complexity, Rodney's total functioning is severe at this time due to existing and possibly growing emotional disturbance. Much of his functioning has a strong paranoid schizophrenic quality. Rodney is extremely guarded and suspicious. He has a potential for hostile activity when threatened. Excape appears to be part of Rodney's defensive posture. The school environment threatens him frequently. He seeks escape through truancy. This escape takes another form through a very active fantasy life. Both directions seem to interfere with Rodney's more effective dealings with reality. There is every evidence to suggest that his emotional problems have been in existence for some time. If this is the case, there is every possibility that they will continue to become exacerbated. Therapeutic intervention is strongly urged at this time, unless such help is offered very soon, there is a possibility that Rodney's functioning will continue to deteriorate. The prospects of such therapy being successful would be greatly enhanced if the cooperation of both his parents could be secured. It would appear that Rodney's visual problems pay a relatively minor role in terms of his overall difficulties except that they contribute to him seeing himself possibly in a somewhat inferior light to his peers. This subject should also be explored in the therapy recommemded.

Saul Freedman, Ph.D., Psychologist

PF:AM

PSYCHOLOGICAL REPORT

NAME:	Mr. F.	Interviewed: 10/29/73
ADDRESS:	264 Mohawk Forest Blvd. North Adams, Mass.	Born: 8/17/51
VISION:	O.D. 20/80, O.S. light perception	
DIAGNOSIS:	O.U. Macular degeneration (Note that above represents client's statements. No eye or medical information received to date.)	
REFERRED BY:	Mr. O'Brien, Rehabilitation Counselor Massachusetts Commission for the Blind	
REASON FOR REFERRAL:	Psychological testing and evaluation to assist in the formulation of educational and vocational goals.	

GENERAL APPEARANCE, ATTITUDE AND BEHAVIOR

Mr. F. is a tall, thin, healthy looking married man who appears and acts considerably older than his 22 years. His neatly trimmed moustache, his ease within the testing situation, his maturity of response and general overall demeanor contributed to his appearing older than he actually is. His dress and grooming were casual but neat to the point where they reflected his interest in making a good impression. Mr. F. arrived on time for his interview despite the distance he had to travel. He does appear to have extensive residual vision and utilizes it with effectiveness. Mr. F. does not employ any forms of guide technique and indicated that as yet he has no need for them.

When asked as to his reason for coming to the rehabilitation center, Mr. F. stated, "My counselor thought it would be better for me to get tested. I agreed. I know what I'd like to do; maybe these tests will give me other ideas." Mr. F.'s motivation and cooperation throughout the day were noted. A good working rapport was soon established and easily maintained.

When asked as to the etiology of his visual problems, Mr. F. stated, "I have macular degeneration. I noticed it first in September of 1969; it was diagnosed in January the next year. It's going down again. There is no cure; I can't avoid it. I want to prepare myself so I can deal with the handicap." Mr. F. indicated that no one else in his family has experienced such problems. He described his overall health as good.

Mr. F.

The youngest of a family of four children, Mr. F. was born and raised in Brooklyn, New York. He lived there until shortly after his marriage in 1971, when he and his wife moved to Miami, Florida, hoping to find better work opportunities there. The following year they left for North Adams, Massachusetts, where they have been living since. Mr. F. stated, "I like the country. My wife is from North Adams originally." Returning to the discussion of his earlier childhood, Mr. F. recalled how sickly his father had been for many years. He died of emphysema in 1967. "My father was a longshoreman. He died for the family. He wanted to work even though he was so sick so we could get a pension. He worked for twenty-four years and ten months; he died two months short of the pension. I had a lot of respect for him. I love him now; I wish I'd had the brains to love him then. He was strong and honest." When asked regarding his relationship with other family members, Mr. F. stated, "My family was queer. We were always fighting, but we loved each other. Everybody was sick with problems. I'm close with my mother. I love her. She's a worrier; it makes me nervous." Mr. F. has a brother age 31, and two sisters age 32 and 27. They do correspond with one another.

Mr. F. attended local parochial schools through most of his formal education. It was during his last year he attended John Jay High School in Brooklyn. When asked why the transfer was effectuated for the last year, Mr. F. stated, "It was a combination of the discipline that I didn't like and a need to work after my father's death. I wanted to help the family. I worked forty hours a week while I was in high school. I found a job as a clerk in a credit bureau." Mr. F. recalled that he just managed to graduate because of his rather poor academic high school record. "High school for me was too disciplined. It was too regimented. I didn't like it." Mr. F. recalled that his only extracurricular involvement was on the debating team; he had to give this up in order to maintain his job. In September of 1970 he began a college education at Manhattan Community College. He completed one year. "I loved it. I was on the Dean's List. I always got As and a few Bs." Mr. F. terminated his education because of his marriage. "I started worrying about buying cars and furniture. I left school. We moved to Miami. I found work as an inventory clerk in a fishery." Mr. F. recalled that he didn't have the time to continue his education because the job involved sixty hours a week of work. Six months later, however, the family moved to North Adams. Mr. F. came on the promise of a job which did not materialize. He found employment with a local mill which manufactures wire. He was there for approximately seven months before his eyes began to bother him to the point where he found it necessary to resign. Mr. F. then found employment selling insurance. This work lasted from February of 1973 through the end of July. "I had to give it up because I couldn't drive

any more. I didn't like the business. I didn't like putting people to the wall. I thought I should return to school and get a degree." When asked regarding his training and vocational aspirations, Mr. F. stated, "I'm interested in sociology. I'd like to be a social worker or a psychologist. I like to work with people. Going blind frightens me, but I know I can support the family if I have an education." Mr. F. was married in December of 1971; they recently had their first child. Mr. F. spoke of his wife's encouragement for him to go on to college. He described a warm and close relationship with her. When asked regarding her reaction to his loss of vision, he stated, "At first my wife was upset. She's taking it better now."

ACHIEVEMENT ON TESTS

Intelligence: Wechsler Adult Intelligence Scale verbal scores were in the Very Superior range. There was sufficient fluctuation in Mr. F.'s performance on the various subtests to clearly indicate an intellectual potential which was even higher than the I.Q. score of 133 achieved by him. Mr. F. demonstrated a fund of information which was extremely sophisticated in terms of its content relative to historical, geographical and current events information. He excelled on the comprehension subtest which measured his "common sense" ability in deriving information and education from everyday learning situations. Mr. F. is most competent in applying such lessons in dealing with new situational problems. His responses to the items of the similarities subtest were delivered with speed and a ready recognition of verbal relationships on both abstract and concrete levels. Although indicating that he was not that well versed with the problems of arithmetic, he responded correctly to almost all of the questions. In many instances his speed and accuracy earned him bonus credits. Despite mild anxiety, Mr. F.'s ability to concentrate upon and retain the numbers of the digit span subtest was as high as the test could measure. He retained all sequences offered with accuracy and speed. He was able to remember a series of nine numbers forward and eight numbers backward. Mr. F.'s capacity to define the items of the vocabulary subtest was slightly below that of his overall intellectual potential and functioning. Although his skill in this area was seen as superior, it has not as yet been developed to its fullest potential.

Clerical Aptitude: In view of Mr. F.'s expressed interest in continuing his education on into college, pertinent portions of the Lighthouse Clerical Aptitude Test Battery were administered.

Mr. F. responded to the items of the spelling subtest in a fast, confident manner. He was not aware of the many errors he was

committing. He erred upon 11 of the 50 items offered and received a rating of but Fair. He received the same score on the grammar subtest after he had experienced some difficulty in recognizing grammatical errors and restructuring sentences into their correct forms.

Mr. F. recalled that he experienced some difficulty with the subject of English while in school although he enjoyed the work. It would appear that Mr. F. could most readily benefit from some remedial training in these areas to assure that his competency in both spelling and grammar is equivalent to his overall ability in other areas. He has the capacity and interest for such growth. Skills in spelling and grammar will be most vital to him for his more effective performance in a college and professional setting.

Occupational Interests: As the materials of the Occupational Interest Inventory were introduced to Mr. F., it was observed that it was still able to utilize his residual vision with sufficient effectiveness to self-administer this test. He experienced considerable difficulty in not being able to see entire letters at a time. It required that Mr. F. piece words together after perceiving them in sections at a time. The administration of this test was facilitated by the examiner reading it to Mr. F. The profile which resulted through his choices revealed a most definite interest in the activities of the Personal-Social field. His interest in this area was virtually as high as the test could measure and was rated at the 98th percentile. This field related to such work activities as teaching, law, and a variety of personal and social service activities including social work, medicine, psychology and related health service activities. Mr. F.'s interest in outdoor activities was represented through his above-average interest in the activities of the Natural field. Fishing, forestry, agriculture, horticulture, etc. seemed to absorb much of his interest. It might be noted that although his interest in the Arts field was but high average, an item analysis reveals particular attraction to literary and writing activities. Mr. F. showed little interest in the Scientific field, and totally rejected all activities related to Business.

Given a choice of verbal, manipulative or computational types of activity, Mr. F. most prefers the first. He wishes to be involved in those forms of work activities which would utilize writing, speaking and reading as primary work modalities. This is closely associated with his expressed interest in the Personal-Social field as well as his interest in literary activities. Mr. F.'s Level of Interest score was at the 90th percentile, clearly indicating a preference for those forms of work activity which require extensive education and professional preparation. Such a score is usually associated with those forms of work activity

requiring the assumption of considerable responsibility for one's own functioning and self-direction. It is usually associated with more creative types of work activity.

Personality: Mr. F. is an outgoing, assured, pleasant young man whose poise and sophistication help him convey an impression of considerable maturity. Despite his relative youth, Mr. F. appears to have learned much from the lessons of life and is able to comport himself in a way which exudes a great deal of self-confidence. He is a strong, direct individual who appears sincere in his desire to learn from others in order to establish his own greater independent functioning. He is an imaginative young man who is rich in ideas and enjoys the opportunities for exercising them. He is sensitive to the problems of others and most insightful regarding his own. Despite his youth he has already assumed considerable responsibility for himself and his family and is anxious to meet his obligations with "success." Pride, dignity and integrity appear to be characteristics which Mr. F. values. He functions best when shown respect and given the opportunity to function with independence. Although Mr. F. does not deny being concerned regarding the prognosis for future visual deterioration, he appears to have made thus far very effective adjustments to his total life situation.

Mr. F.

SUMMARY & RECOMMENDATIONS

Mr. F. is a young but very mature man who is endowed with an intellectual potential which should allow him to profit from training activities of greatest complexity. His strong motivation to succeed assures his making maximum utilization of any assistance and training offered. Mr. F. expresses particular interest in the fields of social work and psychology. Both appear most appropriate in terms of his capacities, interests and overall healthy personality structure. His very superior intellectual endowment would allow him to continue his college training to any degree of graduate studies he would wish.

While college education and professional preparation are recommended for Mr. F., consideration should be given as well to offering him those skills which would be vital to his overall rehabilitation and independent functioning as a person. He should be given an explanation and training of various recording and reading devices which would assist him in utilizing his extensive residual vision. If his vision continues to deteriorate, training should be offered in various communication aids, including Braille. Mobility training might be considered only in the event of additional visual deterioration. Mr. F. does require considerable counseling in order to make him aware of what financial resources and assistance are available to him to support himself and his family. Remediation in the areas of spelling and grammar would assure his more effective functioning in a college setting. Mr. F. is an individual who displays excellent rehabilitation potentials. He will more than likely make maximum use of any assistance offered him.

Saul Freedman, Ph.D.
Psychologist

SF:gra

Mr. F.

TEST RESULTS

Wechsler Adult Intelligence Scale

	Scaled Score	I.Q.	Rating
Verbal score	93	133	Very Superior

Clerical Aptitude Test Battery

	No. Wrong	Rating
Spelling	11 out of 50	Fair
Grammar	6 out of 15	Fair

Occupational Interest Inventory

Fields of Interest	Percentile
Personal-Social	98
Natural	70
Mechanical	60
Business	1
Arts	60
Scientific	10
Types of Interest	
Verbal	80
Manipulative	40
Computational	10
Level of Interest	90

Sentence Completions Test (projective personality test)

PSYCHOLOGICAL REPORT

NAME:	MRS. W.	INTERVIEWED:	1970
ADDRESS:	2 SEA AVENUE NEW YORK, NEW YORK	AGE:	35 YEARS
VISION:	O.U. - 20/200		
DIAGNOSIS:	O.U. - HEREDITARY OPTIC ATROPHY		
REFERRED BY:	VOCATIONAL REHABILITATION SERVICE		
REASON FOR REFERRAL:	PSYCHOLOGICAL TESTING AND EVALUATION TO ASSIST IN THE FORMULATION OF VOCATIONAL AND REHABILITATION GOALS.		

GENERAL APPEARANCE, ATTITUDE AND BEHAVIOR: MRS. W. IS A TALL, WELL-PROPORTIONED, ATTRACTIVE, HEALTHY-LOOKING, MARRIED, THOUGH RECENTLY SEPARATED, WOMAN WHO APPEARS AND ACTS HER THIRTY-FIVE YEARS. HER NEAT DRESS AND CAREFUL GROOMING REFLECT CONSIDERABLE INTEREST IN HER APPEARANCE. HER COOPERATIVE MANNER READILY FACILITATED THE ESTABLISHMENT AND MAINTENANCE OF RAPPORT. HER MOTIVATION TO PROFIT FROM ANY FORMS OF SERVICE WHICH WOULD ENABLE HER TO FUNCTION IN AN INDEPENDENT MANNER WAS READILY DEMONSTRATED THROUGH HER CONTACTING THIS EXAMINER SEVERAL DAYS PRIOR TO HER APPOINTMENT TO ASSURE HER BEING SEEN AT THE TIME OF HER SCHEDULED APPOINTMENT. SHE WAS CONCERNED THAT AS A RESULT OF THE TRANSPORTATION TIE-UP IN NEW YORK CITY, SHE WOULD MISS HER APPOINTMENT. SHE MADE CERTAIN TO ASSURE HERSELF OF ALTERNATE MEANS OF TRANSPORTATION IN ORDER THAT SHE BE AT HER APPOINTED PLACE ON TIME. WHEN ASKED AS TO HER PURPOSE IN BEING REFERRED TO THE NEW YORK ASSOCIATION FOR THE BLIND, MRS. W. RESPONDED, "IN ORDER TO BE EVALUATED IN TERMS OF JOB TRAINING. I WANT TO GO TO WORK WHEN MY DAUGHTER STARTS GOING TO SCHOOL. I WILL START MY TRAINING THEN. I WORKED AS AN EDIPHONE TYPIST BUT I GOT TOO TENSED UP." MRS W. WAS ABLE TO VOLUNTEER MUCH PERTINENT INFORMATION IN A MANNER WHICH DEMONSTRATED CONSIDERABLE VERBAL FACILITY. DESPITE CONSIDERABLE ANXIETY THROUGHOUT THE TESTING DATE, HER MANNER WAS A MOST COOPERATIVE ONE. SOME OF THIS ANXIETY WAS CHANNELED INTO THE KNITTING WHICH SHE DID WHILE BEING INTERVIEWED. HER BEING ALLOWED TO OCCUPY HER HANDS IN THIS MANNER APPEARED TO OFFER HER A DEGREE OF COMFORT. MRS. W. GIVES THE IMPRESSION OF BEING FULLY SIGHTED. THIS FACTOR, SHE LATER CONFIDED, FREQUENTLY HAS CAUSED HER MUCH EMBARRASSMENT AND CONSTERNATION AMONGST THOSE SHE COMES IN CONTACT WITH. "PEOPLE DON'T UNDERSTAND I CAN'T SEE." APPARENTLY SHE MAKES EXCELLENT USE OF HER CONSIDERABLE RESIDUAL VISION. SHE IS ABLE TO TRAVEL UPON ALL MODES OF PUBLIC TRANSPORTATION WITHOUT THE USE OF ANY GUIDE TECHNIQUES. SHE WILL ASK OTHERS FOR ASSISTANCE WHENEVER NECESSARY. SHE INDICATED THAT SHE EXPERIENCES SOME ANXIETY WHILE TRAVELING BECAUSE OF HER INABILITY TO READ AND SEE STREET SIGNS.

MRS. W.

WHEN ASKED AS TO THE ETIOLOGY OF HER VISUAL DIFFICULTIES, MRS. W. INDICATED THAT "IT'S HEREDITARY. MY COUSIN AND SISTER HAVE THE SAME TROUBLE BUT NOT TO THE SAME EXTENT. I HAVE OPTIC NERVE ATROPHY. I IMAGINE IT'S FROM BIRTH. IT WAS DISCOVERED IN SCHOOL. THE CONDITION HAS REMAINED STATIC. NOTHING CAN BE DONE." ALTHOUGH MRS. W. SPENT MANY OF HER FORMULATIVE YEARS IN FOSTER HOMES, SHE INDICATED THAT SHE DID GET APPROPRIATE MEDICAL ATTENTION. "I'VE BEEN TOLD THE CONDITION IS NOT PROGRESSIVE, BUT SINCE MY DAUGHTER'S BIRTH, IT HAS DEGENERATED." MRS. W. INDICATED THAT SHE HAS LOW SUGAR DIFFICULTY.

THE ELDEST OF A FAMILY OF THREE DAUGHTERS, MRS. W. HAS ALWAYS LIVED IN HER NATIVE NEW YORK CITY. HER SISTERS ARE FIVE AND SIX YEARS YOUNGER THAN HERSELF. BOTH ARE MARRIED. MRS. W. ON OCCASION HAS CONTACT WITH A SISTER THAT LIVES IN UTICA. SHE HAS VIRTUALLY NO CONTACT WITH ONE THAT LIVES IN THE BRONX. MRS. W'S. FATHER, A FORMER BELLHOP, DIED OF A HEART ATTACK IN 1950. SHE RECALLED THAT SINCE 1937 HER MOTHER WAS HOSPITALIZED IN PILGRIM STATE HOSPITAL. "MY MOTHER HAD A NERVOUS BREAKDOWN AFTER MY SISTER WAS BORN." WHEN DESCRIBING HER FATHER, MRS. W. STATED "I LIKED HIM. HE WAS UNHAPPY AND DISAPPOINTED. HE HAD A GREAT SPIRIT." MRS. W. AND HER SISTERS WERE IN A VARIETY OF FOSTER HOMES UNTIL SHE WAS APPROXIMATELY FIFTEEN YEARS OF AGE. AT THAT TIME, HER FATHER RE-ESTABLISHED AN APARTMENT FOR THE FAMILY. "MY SISTERS AND I FOUGHT A LOT. WE HAD NO HOME LIFE. SINCE ALL OF US HAVE BEEN MARRIED, WE'VE GOTTEN ALONG BETTER, BUT ONE OF MY SISTERS IS HARD TO UNDERSTAND. SHE'S VERY SENSITIVE. HER MOODS CHANGE." APPARENTLY, WITH SOME FEELINGS OF GUILT, MRS. W. VOLUNTEERED THAT HER MOTHER COULD BE DISCHARGED FROM PILGRIM STATE HOSPITAL WOULD THERE BE SOMEONE WHO COULD COME FORWARD AND VOLUNTEER TO CARE FOR HER. MRS. W. ADDED, "I COULDN'T TAKE CARE OF HER. I COULDN'T ACCEPT THE RESPONSIBILITY FOR CARING FOR MY MOTHER."

MRS. W. ATTENDED SEVERAL PAROCHIAL ELEMENTARY SCHOOLS BEFORE BEING ENTERED INTO ST. MICHAEL'S HIGH SCHOOL, WHERE SHE WAS ENROLLED IN AN ACADEMIC CURRICULUM. SHE NEVER HAD THE BENEFIT OF SPECIAL CLASSES DESPITE HER VISUAL DIFFICULTIES. "I HAD TO SIT UP FRONT. I HAD AN 85 AVERAGE. I WAS GRADUATED WHEN I WAS SEVENTEEN." MRS. W. THEN CONTINUED HER EDUCATION ON INTO HUNTER COLLEGE. AFTER COMPLETING THE FIRST YEAR, SHE FELT THAT SHE WAS EXPERIENCING TOO MUCH DIFFICULTY IN KEEPING UP WITH HER ASSIGNMENTS. "IT WAS HARD TO KEEP UP WITH MY READING. MY GRADES SUFFERED. IT WAS A STRAIN. I WAS PHYSICALLY TIRED." AGAIN MRS. W. WAS NEVER GIVEN COUNSELING OR THE BENEFIT OF SPECIAL DEVICES TO HELP HER IN HER STUDIES. LITTLE RECOGNITION WAS GIVEN TO THE EXTENT OF HER VISUAL DISABILITY. AFTER LEAVING HUNTER COLLEGE, SHE WAS REFERRED TO THE DIVISION OF VOCATIONAL REHABILITATION. "IT TOOK TOO LONG THOUGH. I TOOK TESTS, THEN NOTHING WAS OFFERED ME. I TOOK A FILING JOB. I WENT THROUGH MANY LOW PAYING JOBS AND WAS FREQUENTLY FIRED.

FINALLY, I WAS TRAINED AS AN EDIPHONE OPERATOR." MRS. W. WAS MARRIED IN 1950 AND CONTINUED TO WORK AS AN EDIPHONE OPERATOR FOR THE NEXT FIVE YEARS UNTIL FINDING IT NECESSARY TO LEAVE DUE TO HER PREGNANCY. "I WAS SICK A LOT ON THAT JOB. THERE WAS SO MUCH ANXIETY. I HAD FATIGUE."

MRS. W. DESCRIBED HER MARITAL LIFE AS STORMY. HER HUSBAND, A FORMER MAINTENANCE MAN, WAS "ANNOYED WITH MY LIMITED VISION. IT WAS A LOT OF TROUBLE. IT WAS AWFUL. HE WAS AN ALCOHOLIC. IT WAS GRUESOME. WE WERE BOTH ANXIOUS. I WANTED SOMEONE TO HELP ME. HE NEEDED SOMEONE TO HELP HIM. HE WAS VIOLENT WHEN HE WAS DRUNK. I WANT NO PART OF HIM. I HAVE NOTHING TO OFFER HIM. I'M HAVING TROUBLE IN GETTING MONEY THROUGH HIM IN THE COURTS." THROUGH THE INTENSIVE CASEWORK MRS. W. HAS BEEN RECEIVING FOR THE PAST SEVERAL YEARS, SHE WAS FINALLY ABLE TO GATHER THE STRENGTH TO ARRIVE AT A DECISION FOR MARITAL SEPARATION. SHE STILL CONTINUES IN CASEWORK. RECENTLY, MRS. W. HAS BEEN EXPERIENCING SOME FEELINGS OF DISCOMFORT SINCE THE CASEWORKER SHE HAD SO LONG ESTABLISHED A RAPPORT WITH HAD TO LEAVE BECAUSE OF A PREGNANCY. AT PRESENT MRS. W. APPEARS TO BE GOING THROUGH FEELINGS OF UNCERTAINTY IN RE-ESTABLISHING HER RELATIONSHIPS WITH HER NEW CASEWORKER.

WHEN ASKED AS TO HER SPARE TIME ACTIVITIES, MRS. W. INDICATED THAT SHE DEVOTES MOST OF HER TIME TO TAKING CARE OF HER HOME AND FOUR YEAR OLD CHILD. SHE ENJOYS SUCH ACTIVITIES AS ICE SKATING AND BOWLING. TWICE WEEKLY SHE ATTENDS COOKING SCHOOL AND EXPRESSED CONSIDERABLE INTEREST IN DOING COOKING AS A CAREER ON A COMMERCIAL BASIS. "I DON'T KNOW IF IT'S PRACTICAL. IF I COULD GET OVER THE IDEA OF MY NERVOUS TENSION, TYPING WOULD BE IDEAL."

ACHIEVEMENT ON TESTS

INTELLIGENCE: WECHSLER ADULT INTELLIGENCE SCALE VERBAL SCORES WERE IN THE BRIGHT NORMAL RANGE. THERE WAS SUFFICIENT FLUCTUATION IN MRS. W'S. PERFORMANCE TO GIVE CLEAR-CUT EVIDENCE THAT HER INTELLECTUAL POTENTIAL WAS WELL WITHIN THE SUPERIOR RANGE OF INTELLIGENCE. ANXIETY AND A LACK OF CONFIDENCE FOR THE MOST PART, ACCOUNTED FOR THE UNEVENNESS OF HER OVERALL PERFORMANCE. FREQUENTLY MRS. W. PREFERRED TO RESPOND "I DON'T KNOW THE ANSWER." WHEN ENCOURAGED TO MAKE AN EFFORT, HOWEVER, SHE WOULD COME ACROSS WITH THE CORRECT RESPONSE.

MRS. W. DEMONSTRATED A FUND OF INFORMATION WHICH REFLECTED FAMILIARITY WITH FAIRLY SOPHISTICATED ITEMS OF INFORMATION. SHE APPARENTLY IS WELL AWARE OF AND HAS CONSIDERABLE INTEREST IN THE WORLD ABOUT HER. MRS. W. DID BEST WITH THE ITEMS OF THE COMPREHENSION SUBTEST. IN THIS AREA, HER ABILITY TO PROFIT FROM THE LESSONS OF PAST EXPERIENCES AND APPLY THEM TO NEW LEARNING SITUATIONS WAS MEASURED. HER SKILL OF RESPONSE IN THIS AREA DEMONSTRATED LOGICAL THOUGHT PROCESSES AND A MATURITY OF MIND.

MRS. W.

MRS. W. WAS QUICK TO RECOGNIZE THE VERBAL RELATIONSHIPS OF THE SIMILARITIES SUBTEST AND FUNCTIONED WITH EFFECTIVENESS ON A FAIRLY ABSTRACT LEVEL. ALTHOUGH HER ABILITY TO SOLVE THE PROBLEMS OF THE ARITHMETIC SUBTEST WAS RATED AS AVERAGE, CONSIDERABLE EMOTIONAL BLOCKING WAS NOTED. ALTHOUGH ERRING UPON SOME OF THE SIMPLER PROBLEMS, MRS. W. WAS ABLE TO RESPOND CORRECTLY TO THE MORE COMPLEX ONES. DESPITE HER ANXIETY, SHE WAS ABLE TO CONCENTRATE UPON AND RECALL THE NUMBERS OF THE DIGIT SPAN SUBTEST WITH EFFECTIVENESS. HER VERBAL FACILITY WAS MORE THAN AMPLY DEMONSTRATED THROUGH HER DEFINITIONS AS PRESENTED UPON THE VOCABULARY SUBTEST. HER FUNCTIONING IN THIS AREA WAS CONSISTENT WITH HER DEMONSTRATED SUPERIOR INTELLECTUAL POTENTIAL. MRS. W. IS FREQUENTLY BOUND UP WITH HER FEELINGS OF INADEQUACY TO ALLOW THIS SUPERIOR INTELLECTUAL POTENTIAL TO BE OBSERVED MORE READILY. IF HER ANXIETIES WERE REDUCED TO SOME DEGREE, SHE COULD FUNCTION CLOSER TO THIS POTENTIAL.

MANUAL DEXTERITY: AS THE MATERIALS OF THE PURDUE PEGBOARD TEST WERE PLACED BEFORE HER, MRS. W. PERFORMED A QUICK BUT THOROUGH EXAMINATION OF THEM THROUGH A TOTAL RELIANCE UPON HER OBVIOUSLY AMPLE RESIDUAL VISION. HER COMPREHENSION OF THE INSTRUCTIONS TO THE VARIOUS SUBTESTS WAS IMMEDIATE. SHE REJECTED THE SUGGESTION OF EMPLOYING TACTILE GUIDES AND ATTEMPTED TO FUNCTION AS A FULLY-SIGHTED INDIVIDUAL. ALTHOUGH HER OVERALL PERFORMANCE WAS RATED AS ADEQUATE, THE EXAMINER GAINED THE IMPRESSION THAT IF SHE WERE MORE COMFORTABLE WITH HER VISUAL LIMITATIONS AND ALLOWED HERSELF TO EMPLOY TACTILE GUIDES, HER OVERALL PERFORMANCE UPON THIS TEST AND PROBABLY OTHER AREAS WHICH REQUIRE BOTH SIGHT AND TOUCH, WOULD BE MORE EFFECTIVE. THIS HYPOTHESIS WAS BORN OUT THROUGH HER PERFORMANCE UPON THE BI-MANUAL ASSEMBLY SUBTEST WHERE, OF NECESSITY, SHE WAS REQUIRED TO USE BOTH HANDS, ONE ACTING AS A GUIDE FOR THE OTHER. IN THIS PARTICULAR AREA, HER RATE OF PERFORMANCE INCREASED REMARKABLY. MORE THAN GIVING EVIDENCE OF GREATER POTENTIALS IN TERMS OF FINE-FINGER DEXTERITY OPERATIONS. MRS. W'S. PERFORMANCE UPON THIS TEST SUGGESTED THAT WITH GREATER ADJUSTMENTS TO AND UNDERSTANDING OF HER LIMITATIONS, SHE COULD FUNCTION MORE EFFECTIVELY AS A PARTIALLY-SIGHTED INDIVIDUAL.

CLERICAL APTITUDE: IN TERMS OF MRS. W'S. PAST PERFORMANCE AS AN EDIPHONE OPERATOR, THE LIGHTHOUSE CLERICAL APTITUDE TEST BATTERY WAS ADMINISTERED TO MEASURE HER RETENTION OF THOSE SKILLS WHICH ARE MOST ESSENTIAL TO SUCCESSFUL FUNCTIONING IN TRANSCRIBING TYPING.

THE FILING SUBTEST WAS NOT ADMINISTERED DUE TO MRS. W'S. INABILITY TO READ BRAILLE. SHE DID VOLUNTEER THE INFORMATION, HOWEVER, THAT SHE IS ABLE TO READ SMALL PRINT WITH THE MAGNIFICATION THAT HAS BEEN PRESCRIBED FOR HER. HER FAILURE TO BRING CORRECTIVE LENSES WITH HER TO THE TEST SITUATION NECESSITATED THE OMISSION OF THIS PARTICULAR SUBTEST. SHE DID VOLUN-

TEER THE INFORMATION, HOWEVER, THAT WHEN READING FOR LONG PERIODS OF TIME, SHE IS PRONE TO EXPERIENCE FATIGUE. MRS. W. RESPONDED TO THE ITEMS OF THE SPELLING SUBTEST IN A FAST AND COMPETENT MANNER. HER ATTITUDE WAS FULLY JUSTIFIED IN TERMS OF THE SCORE WHICH RESULTED. HER FEW ERRORS ENABLED HER TO RETAIN A RATING OF VERY GOOD. SHE ERRED UPON ONLY FOUR OF THE FIFTY WORDS ADMINISTERED. MRS. W. WAS MOST WELL INFORMED OF THE RULES AND PRINCIPLES OF GRAMMAR. SHE WAS QUICK TO RECOGNIZE GRAMMATICAL ERRORS AND EXPERIENCED NO DIFFICULTY IN RESTRUCTURING SENTENCES INTO THEIR CORRECT FORM. HER FLAWLESS PERFORMANCE IN THIS AREA RESULTED IN HER RECEIVING A SCORE OF EXCELLENT. HER NEAR FLAWLESS PERFORMANCE WITH THE ITEMS OF THE BUSINESS-TYPE ARITHMETIC SUBTEST RESULTED IN HER RECEIVING A SCORE OF VERY GOOD. BECAUSE OF THE ADDITIONAL ANXIETY EXPERIENCED WITH MATERIALS RELATED TO A CLERICAL SETTING, MRS. W. EXPERIENCED GREATER DIFFICULTY IN CONCENTRATING UPON AND RETAINING THE MATERIALS OF THE VERBAL MEMORY SUBTEST. IN THIS AREA, AT THIS TIME, SHE RECEIVED A SCORE OF BUT FAIR.

ON THE BASIS OF THE ABOVE RESULTS, IT WOULD APPEAR THAT MRS. W. HAS RETAINED MOST SUPERIOR SKILLS WHICH COULD BE VITAL ASSETS TO HER SUCCESSFUL FUNCTIONING IN AN OFFICE OR CLERICAL SETTING.

OCCUPATIONAL INTERESTS: MRS. W.'S RESPONSES TO THE VOCATIONAL CHOICES OF THE OCCUPATIONAL INTEREST INVENTORY RESULTED IN A PROFILE WHICH WAS THE ANTITHESIS PRACTICALLY OF HER EXPRESSED VOCATIONAL INTERESTS. THIS PROFILE APPEARED TO BE MORE A MEASURE OF HER SEVERE ANXIETY AND DIFFICULTY IN RELATING TO THOSE VOCATIONAL AREAS FOR WHICH SHE HAS SOME SKILL AND INTEREST BUT APPEARS TO BE DEVASTATED THROUGH HER ANXIETY AND LACK OF CONFIDENCE. ALTHOUGH EXPRESSING AN INTEREST IN WORKING WITH CHILDREN, MRS. W.'S INTEREST IN THE PERSONAL-SOCIAL FIELD AND ALL ITS RELATED ACTIVITIES, WAS IN THE 10TH PERCENTILE. THIS VERY LOW SCORE WHEN COMBINED WITH A 99TH PERCENTILE SCORE IN THE NATURAL FIELD, REFLECTED HER GROSS DISCOMFORT IN THOSE WORK ACTIVITIES WHERE SHE WOULD BE ASSOCIATED WITH SERVICE-TYPE OCCUPATIONS HAVING FREQUENT CONTACT WITH OTHERS IN DEFERENCE TO MORE ISOLATED ACTIVITIES SUCH AS FARMING, FISHING, LUMBERING, AND HOTHOUSE ACTIVITIES. ALTHOUGH MRS. W. HAS EXPERIENCED SOME SUCCESS IN OFFICE SITUATIONS, SHE TOTALLY REJECTED ALL THE ACTIVITIES OF THE BUSINESS FIELD. HER SCORE IN THIS AREA WAS AT THE FIRST PERCENTILE. THIS REFLECTED HER PRESENT FEAR OF RETURNING TO WORK IN THIS AREA AND HER MANY FEELINGS OF INADEQUACY. HER INTEREST IN ALL OTHER AREAS WAS RATED AS AVERAGE AND LACKING IN VOCATIONAL SIGNIFICANCE.

GIVEN A CHOICE OF VERBAL, MANIPULATIVE OR COMPUTATIONAL TYPES OF ACTIVITIES, MRS. W., WHILE MAKING A CLEAR-CUT CHOICE FOR THOSE WHICH ARE MANIPULATIVE IN NATURE, COULD NOT MUSTER MORE THAN A LOW AVERAGE SCORE EVEN IN THIS SINGLE AREA. SHE

VIRTUALLY REJECTED VERBAL AND COMPUTATIONAL TYPES OF ACTIVITIES. IN ESSENCE, MRS. W. APPEARED VIRTUALLY IMMOBILIZED BY HER FEARS FOR ANY FORM OF WORK ACTIVITY. THIS WAS BORNE OUT WITH HER FAIRLY LOW LEVEL OF INTEREST SCORE WHICH SHOWED A PREFERENCE FOR ROUTINE TYPES OF WORK ACTIVITIES REQUIRING LITTLE RESPONSIBILITY, ORGANIZATION, DECISION MAKING, AND PLANNING. IN SUCH WORK AS SHE CHOSE, SHE WOULD BE UNDER THE CLOSE SUPERVISION OF OTHERS. HER PERFORMANCE UPON THIS TEST WAS NOT CONSISTENT WITH HER NATIVE ABILITY AND INTERESTS BUT DID REFLECT THE ADVERSE EFFECTS OF HER EMOTIONAL PROBLEMS IN TERMS OF SEEING HER FUTURE WORK AND HER ABILITY TO FUNCTION INDEPENDENTLY.

PERSONALITY: PREFERRING TO FORGET HER OWN UNHAPPY CHILDHOOD WHERE SHE WAS SHUNTED FROM FOSTER HOME TO FOSTER HOME BECAUSE OF THE INSTITUTIONALIZATION OF HER MOTHER, MRS. W. IS DEEPLY CONCERNED WHETHER SHE CAN ADEQUATELY PROVIDE FOR HER DAUGHTER THE PROPER HOME ENVIRONMENT NECESSARY NOW THAT SHE HAS SEPARATED FROM HER HUSBAND. ALTHOUGH ANXIOUS TO SUCCEED IN THIS RESPECT, MRS. W. IS IN GRAVE DOUBT REGARDING HER ABILITY TO MANAGE. HAVING NO FAMILY OR HUSBAND TO TURN TO FOR SUPPORT, MRS. W. WONDERS WHETHER SHE HAS SUFFICIENT STRENGTH UNTO HERSELF TO SEE HER THROUGH AT THIS TIME OF CRISIS. TO SOME DEGREE, THE FACT THAT SHE HAS HAD TO ADJUST TO A NEW CASEWORKER, HAS INCREASED HER DEGREE OF ANXIETY. CONFUSED AND UNCERTAIN ABOUT HER FUTURE, MRS. W. MEETS EVERY DAY WITH A DEGREE OF TREPIDATION. HER ECONOMIC RESOURCES ARE NOT SECURE. SHE FEELS THAT HER DAUGHTER IS TOO YOUNG TO LEAVE IN ORDER FOR HER TO GO TO WORK. SHE CANNOT DEPEND UPON HER HUSBAND'S PAYMENTS THROUGH THE COURT SYSTEM. SHE FEELS THAT SHE IS FAILING HER DAUGHTER AS WELL AS HERSELF. SHE FEARS DISAPPOINTING HER DAUGHTER AS SHE FEELS HER OWN MOTHER DISAPPOINTED HER. SHE FEELS THAT SHE DOES NOT HAVE THE REQUISITE STRENGTH TO MEET HER DAUGHTER'S NEEDS. SHE FEELS THAT THE WEAKNESSES OF BOTH HER HUSBAND AND HERSELF CONTRIBUTED TO THEIR MARITAL DIFFICULTIES. THE NEED TO ACCEPT WELFARE ASSISTANCE HAS DONE ADDITIONAL DAMAGE TO MRS. W'S. MINIMAL EGO STRENGTH.

THE LACK OF RECOGNITION GIVEN TO MRS. W'S. VISUAL LIMITATIONS HAS CAUSED HER MUCH FRUSTRATION, ANXIETY AND UNCERTAINTY. MRS. W. GIVES A FULLY-SIGHTED APPEARANCE. SHE, HERSELF, QUESTIONED HOW SHE MIGHT LOOK FULLY-SIGHTED AND YET NOT BE ABLE TO SEE AS WELL AS OTHERS. SHE IS FREQUENTLY UPSET WHEN OTHERS FAIL TO RECOGNIZE THIS AS WELL. AT ONE POINT, SHE ASKED THE EXAMINER "AM I THE ONLY ONE LIKE THIS?" THROUGHOUT HER LIFE, MRS. W. AND OTHER MEMBERS OF HER FAMILY, INCLUDING HER HUSBAND, HAVE LACKED INSIGHT AS TO THE MEANING OF HER VISUAL LIMITATIONS. AS A RESULT, SHE EXPERIENCED DIFFICULTY BOTH IN HIGH SCHOOL AND COLLEGE. SHE WAS FORCED TO DROP OUT OF THE LATTER DESPITE THE POSSESSION OF AN INTELLECTUAL ENDOWMENT WHICH SHOULD HAVE ENABLED HER TO CONTINUE. HER HUSBAND'S LACK OF UNDERSTANDING OF MRS. W'S. VISUAL DIFFICULTIES FURTHER EXACERBATED THEIR MARITAL

DIFFICULTIES. MRS. W. DESCRIBED BLINDNESS AS "LIKE A HALF DEATH". SHE SHORTLY AFTER THAT DESCRIBED DEATH AS "THE END". IN ESSENCE, MRS. W. HAS MADE FEW EFFECTIVE ADJUSTMENTS TO HER VISUAL LIMITATIONS. SHE LIVES IN THE CONSTANT DREAD THAT HER VISION WILL CONTINUE TO DECREASE. SHE FEELS THAT IF THIS OCCURS, SHE WILL BE EVEN LESS ABLE TO DEAL WITH HER PROBLEMS. SHE STATED "MY EYES HAVE BEEN A BIG HEARTACHE FOR ME". MRS. W'S. CONTINUED THOUGHTS OF FURTHER DECREASING VISION CAUSES HER MUCH ANXIETY AND IN EFFECT INHIBITS HER MORE EFFECTIVE, INDEPENDENT FUNCTIONING AND RECOGNITION OF POTENTIALS WHICH WOULD ALLOW HER TO GIVE CREDIT TO HER STRENGTHS AND SKILLS. DESPITE THE TREMENDOUS TRAUMA MRS. W. HAS EXPERIENCED, HER ATTITUDE TOWARDS OTHERS IN GENERAL, REMAINS MOST POSITIVE. SHE IS A VERY LONELY INDIVIDUAL BUT YET IS ANXIOUS, ALTHOUGH HESITANT, TO REACH OUT TO OTHERS.

MRS. W'S. DRAWINGS UPON THE HOUSE-TREE PERSONS TEST REFLECTED A MASCULINE IDENTIFICATION. IN EFFECT, MRS. W. HAS BEEN FORCED TO TAKE OVER THE MAN'S ROLE IN HER HOME. SHE IS ATTEMPTING TO BE BOTH FATHER AND MOTHER TO HER DAUGHTER. SHE FELT THAT HER HUSBAND HAS FREQUENTLY FAILED IN HIS ROLE AS FATHER AND FAMILY PROVIDER. MRS. W'S. DRAWING OF A WOMAN REFLECTED, AT THE SAME TIME, HER CAPACITY AND DESIRE TO BE FEMININE. THE SIZE AND POSITIONING OF THE FIGURE REFLECTED CONSIDERABLE STRENGTH AND PERSONALITY WHICH HAS YET TO BE TAPPED. MRS. W'S. DRAWING OF THE EYES UNDERSCORED THE PROBLEMS AND ANXIETIES SHE IS HAVING IN THIS AREA. HER DRAWING OF A HOME WAS IN ESSENCE COLD AND BARREN, AND REFLECTED HER OWN PARTICULAR ENVIRONMENTS. THE HOUSE ITSELF HAD A SOMEWHAT INCOMPLETE FEELING. THERE WERE NO DECORATIONS ON ANY OF THE WINDOWS. THERE WAS NO SMOKE COMING FROM THE CHIMNEY. THE ENTRANCE TO THE HOUSE WAS A SMALL DOOR AT THE SIDE. MRS. W. DOES EXPERIENCE CONSIDERABLE EMBARRASSMENT AT HAVING TO BE DEPENDENT UPON WELFARE ASSISTANCE FOR THE SUPPORT OF HERSELF AND HER DAUGHTER. HER RENDITION OF A TREE APPEARED TO BE FREE-FLOATING. THERE WAS NO GROUND FOR THE TREE TO TAKE NURTURANCE IN. IN ACTUALITY, THE TREE WAS OPEN-ENDED AND HAD NO ROOTS. THIS RENDITION OF THE TREE APPEARED TO PERSONIFY MRS. W'S. OWN LIFE HISTORY. IT REFLECTED HER MANY INSECURITIES.

THE ADMINISTRATION OF THE THEMATIC APPERCEPTION TEST GAVE ADDITIONAL INSIGHTS AS TO MRS. W'S. PERSONALITY MAKEUP. THROUGHOUT MANY OF HER BRIEF BUT TELLING STORY CREATIONS, WAS SEEN THE THEME OF POSITIVE ATTITUDES TOWARDS MEN IN GENERAL, DESPITE HER OWN STORMY MARITAL EXPERIENCES. SHE SAW WOMEN, AND HERSELF AND HER MOTHER IN PARTICULAR, AS EXPERIENCING CONSIDERABLE HEARTBREAK. THROUGHOUT HER STORIES, HOWEVER, SHE SEARCHED FOR REASONS THAT MIGHT GIVE HER NEW HOPE FOR THE FUTURE. ON SEVERAL OCCASIONS, MRS. W. PRESENTED A THEME OF HER DEEP RESENTMENT OF RIGID PARENTAL FIGURES AND OTHERS WHO WOULD ASSUME AUTHORITARIAN ROLES. PESSIMISM APPEARED TO BE THE PERVASIVE THEME AS TO LIFE'S OUTLOOK. ON OCCASION, HOWEVER, THERE WERE SEEN ASPIRATIONS FOR EXPERIENCES WHICH COULD OFFER SOME HOPE FOR THE FUTURE.

MRS. W.

SUMMARY AND RECOMMENDATIONS: LACKING ENCOURAGEMENT FROM OTHERS AND CONFIDENCE AND INSIGHT REGARDING HER POTENTIALS, MRS. W. FAILED TO CAPITALIZE UPON HER SUPERIOR INTELLECTUAL ENDOWMENT WHICH WOULD HAVE ENABLED HER TO COMPLETE HER COLLEGE EDUCATION AND IN ALL PROBABILITY CONTINUE FOR SOME FORM OF PROFESSIONAL WORK AFTER GRADUATE SCHOOL. "I WANTED TO BE A SOCIAL WORKER". MRS. W. STILL POSSESSES THIS INTELLECTUAL ENDOWMENT WHICH SHOULD ENABLE HER TO PROFIT FROM TRAINING ACTIVITIES OF GREATER THAN AVERAGE COMPLEXITY. THE MANY FAILURES AND FRUSTRATIONS SHE HAS EXPERIENCED SINCE THAT TIME, HOWEVER, TEND TO INHIBIT HER MORE EFFECTIVE APPLICATION OF HER SKILLS AND POTENTIALS. SHE TENDS TO SEE HERSELF AS AN INEFFECTUAL AND SOMEWHAT UNWORTHY INDIVIDUAL. SHE HAS GROWN TO FEEL THE NEED TO DEPEND ON OTHERS' FOR SUPPORT. CONSIDERABLE DAMAGE HAS BEEN DONE TO HER SELF-IMAGE. APPARENTLY CASEWORK THERAPY HAS MADE CONSIDERABLE PROGRESS IN RE-ESTABLISHING SOME OF MRS. W'S. STRENGTHS. SHE APPEARS TO HAVE GAINED MANY PARTIAL INSIGHTS AS TO HER PROBLEMS. STILL MANY PROBLEMS REMAIN UNRESOLVED IN TERMS OF HER RECOGNITION OF HER VISUAL LIMITATIONS AND COMPREHENSION AS TO HOW INDEPENDENTLY SHE CAN FUNCTION DESPITE THEM. MRS. W. IS NOT PREPARED TO ENTER INTO A TRAINING PROGRAM AT THIS TIME. SHE NEEDS ADDITIONAL STRENGTHS BEFORE SUCH A COURSE IS UNDERTAKEN. AT PRESENT, SHE IS ENGROSSED WITH WHAT SHE CONSIDERS HER PRIMARY RESPONSIBILITY IN THE CARING FOR HER FOUR YEAR OLD DAUGHTER. THE THERAPY WHICH IS PRESENTLY BEING OFFERED HER, SHOULD BE CONTINUED. GREATER EMPHASIS SHOULD BE PLACED ON PROVIDING MRS. W. WITH THE STRENGTH AND SECURITY NECESSARY TO DEAL WITH HER VISUAL PROBLEMS. IF THE OPPORTUNITY PRESENTS ITSELF, THE THERAPY SHE IS CURRENTLY RECEIVING SHOULD BE SUPPLEMENTED WITH MRS. W'S. PARTICIPATION WITHIN SOME GROUP THERAPY ENVIRONMENT WHERE SHE MIGHT PARTICIPATE WITH OTHER ADULTS, WHO LIKE HERSELF, WHILE APPEARING FULLY-SIGHTED, ARE IN ACTUALITY PARTIALLY-SIGHTED. ONCE MRS. W'S. SELF-IMAGE IS RECONSTITUTED, SHE WILL HAVE GREATER RESOURCES AT HER DISPOSAL WHICH COULD BE DIRECTED TOWARD MORE EFFECTIVE INDEPENDENT FUNCTIONING INCLUDING THAT OF VOCATIONAL PLACEMENT. IN TERMS OF MRS. W'S. CURRENTLY MEASURED POTENTIALS, THERE APPEARS TO HAVE BEEN NO DETERIORATION OBSERVED IN TERMS OF THE POSSESSION OF THOSE SKILLS WHICH COULD BE MOST EFFECTIVELY EMPLOYED IN A TRANSCRIBING TYPING SITUATION. THIS FORM OF WORK ACTIVITY COULD FIND A READY MARKET FOR SOMEONE OF HER SKILLS AND WOULD ENABLE HER TO FUNCTION MOST EFFECTIVELY ONCE SEVERAL OF HER PROBLEM AREAS ARE RESOLVED.

MRS. W.

TESTS

WECHSLER ADULT INTELLIGENCE SCALE

	SCALED SCORE	I.Q.	RATING
VERBAL	78	118	BRIGHT NORMAL

PURDUE PEGBOARD TEST

	RAW SCORE	IND. APPLICANT SIGHTED FEMALE PERCENTILE
RIGHT HAND	45	6
LEFT HAND	47	2
BOTH HANDS	35	6
TOTAL	117	2
ASSEMBLY	116	2

OCCUPATIONAL INTEREST INVENTORY

	RAW SCORE	PERCENTILE
PERSONAL-SOCIAL	18	10
NATURAL	34	99
MECHANICAL	14	50
BUSINESS	8	1
ARTISTIC	25	40
SCIENTIFIC	21	60

TYPES OF INTEREST

VERBAL	11	10
MANIPULATIVE	16	40
COMPUTATIONAL	6	5

LEVEL OF INTERESTS	58	40

LIGHTHOUSE CLERICAL APTITUDE TEST BATTERY

	NUMBER OF ERRORS	RATING
FILING (OMITTED - CANNOT READ BRAILLE)		
SPELLING	4 OUT OF 50	VERY GOOD
ARITHMETIC	1 OUT OF 20	VERY GOOD
GRAMMAR	0 OUT OF 15	EXCELLENT
VERBAL MEMORY	5 OUT OF 14	FAIR

OTHER TESTS SENTENCE COMPLETIONS, HOUSE-TREE-PERSONS, THEMATIC APPERCEPTION

SAUL FREEDMAN, PH. D.,
PSYCHOLOGIST

R. W. OLIVER-SMITH, M.D.,
CONSULTANT PSYCHIATRIST

SF:MG

PSYCHOLOGICAL REPORT

NAME: Mr. G Interviewed: 1970

ADDRESS: 10 Elder Street
Queens, New York Age: 50 years

VISION: O.U. - No Light Perception
DIAGNOSIS: O.U. - Uveitis-Cataracts

REFERRED BY: Vocational Rehabilitation Service

REASON FOR REFERRAL: Psychological testing and evaluation to assist in determining the formulation of vocational and rehabilitation goals for this client.

GENERAL APPEARANCE, ATTITUDE, AND BEHAVIOR: Mr. G. is a short, very slightly built, healthy-looking, slightly grained, married though now separated man who appears considerably younger than his fifty years. His economic needs notwithstanding, he presented an impression of exercising considerable care and interest in his appearance through his very neat dress and trim grooming. Gentle and pleasant in demeanor, Mr. G., despite his heavy accent, was able to volunteer much pertinent information in a cooperative manner which reflected considerable facility for his expressing his thoughts. Rapport was easily established and maintained throughout the day. Painfully polite, he always attempted to respond to the examiner's questions to the best of his ability. When asked as to the purpose of his being referred to the New York Association for the Blind, Mr. G. responded, "I've applied for training. My VRS Counselor ent me here for training but I'm old -- I don't think I can do much. I can work but I have an age limit. I have a lack of education. I'm small but I can do light work." Although humble in his self-estimates, Mr. G. appeared well-motivated to profit from and apply any training offered him. Mr. G. does not travel by himself. He is totally dependent upon others to escort him. "I like to travel by myself. Independence is something I miss. I have to wait for others. I like to do it myself. Sometimes they resent it and are busy." He was referring to the attitudes of his children, some of whom on occasion feel ashamed of Mr. G's blindness. Mr. G. appeared somewhat excited over the prospects of learning to travel by himself through the cane travel techniques which are being offered him at present.

Mr. G. described the etiology of his visual difficulties as stemming from a condition "the doctors" call Uveitis. It began in 1950. I got sick. My ankle got swollen. My eyes flared up. I wanted to go for rehabilitation then, but my wife insisted to work. I had to stay home to take care of the children. I bathed them, I ironed clothes, scrubbed floors, cooked.

Now they're grown up but I worry if they get sick. We live in a bad neighborhood. The purpose of my life is to see my children through college." Frequently, Mr. G. expressed the fear that evaluation, training, and work might take him away from exercising his responsibilities toward his children. Mr. G. stated that he is the only member of his family whose vision is so affected. When asked as to his health in general, he responded, "I'm all right, but if it's cold, my ankle hurts. I used to have ulcers on my leg. My wife fed us such poor food that I had a case of malnutrition."

Mr. G. has no information regarding his real parents and possible siblings. "My parents adopted me. They bought me for $200.00." Mr. G. was raised in Kwan Tung Province. Shortly after his father came to the United States illegally, Mr. G. joined him in 1927. "My father smuggled here to make money to send back to my mother and family." After several years of schooling in New York City, Mr. G. returned to China in 1932 to have an opportunity to study Chinese tradition and literature. While there, a marriage was arranged for him. Although his schooling was incomplete, he returned to New York in 1936. His wife was not able to join him until eleven years later, when as a result of serving in the Army Air Corps, Mr. G. was able to bring his wife here through the War Bride Act.

Mr. G.'s first employment in New York was as a laundry worker. He then began waiting on tables until he was drafted into the Army of the United States in 1942. For the next three years, he served with the Eighth Air Force in England and worked as a cook and gun armorer. In 1945, Mr. G. was discharged honorably and returned to his work as a waiter. He did this for several years until leaving for Tucson, Arizona, where he studied clerking in a grocery and the butchering of meats with his cousins in order to learn a trade. "It wasn't very good. They always lost money." In 1949, Mr. G. returned to New York City and resumed waiting on tables. "I thought at that time I had to make a change, I was getting older. I bought a laundry. I hoped to set up my own business but my eyes got bad and I had to give it up." Mr. G. spent a long period of time in several Veteran's hospitals. "My wife went to work as a sewing machine operator." Mr. G.'s wife left the household in 1964. "She had trouble with all the children. She threw things at them. She hit them. She turned the house into hell on earth. The children became afraid of her. The children don't like her. Maybe my blindness did this to her. She said why didn't she marry someone not so different. Maybe she felt sorry for herself." Mrs. G. does not contribute any of her earnings to the support of her husband and her children. They range in age from twenty-nine through fourteen. The oldest has completed college, is married, and is employed as a teacher in the public school system and in his spare time teaches mentally retarded children. Mr. G. also has two daughters ages seventeen and sixteen who are anticipating going to college once they complete their high

school training. His youngest son is age fourteen. Although the oldest son attempts to contribute some of his income to his father and his siblings, Mr. G. attempts to manage on the various Veteran's pensions he receives as well as disability benefits. He appeared extremely proud of his children and hoped that he might see them through college. "My children make their own clothes."

Mr. G. is most anxious to supplement his pensions through gainful employment. "The only thing for me is a newsstand because I'm old, nobody would want me. They want someone young." On occasion, he has helped his Chinese-speaking friends as an interpreter of Chinese and English. He appeared interested in this as a profession. In his abundant free time, Mr. G. manages most of the household chores but stated that his children are most cooperative in assisting him. When asked as to his hobbies or spare time activities, Mr. G. responded, "I scratch the violin. I take care of plants in the house."

ACHIEVEMENT ON TESTS

Intelligence: Wechsler Adult Intelligence Scale verbal scores were in the bright normal range. There was sufficient fluctuation in Mr. G.'s performance to clearly indicate that his intellectual potential was at least in the superior range. In addition to the anxiety he was experiencing due to the testing situation, Mr. G.'s divergent culture, bi-lingual background, and minimal formal education in the United States, tended to cloud the picture of what his true intellectual potential is.

Despite his minimal education, Mr. G. demonstrated a fund of information which expressed concern and interest in the world about him. Mr. G. has acquired much information through his own interest in reading beyond his minimal schooling. His responses to the items of the comprehension subtest reflected his sober, mature, and logical thought processes. He clearly demonstrated his ability to profit from the lessons of past experiences and transfer them to new situational problems. Although slow to respond to the items of the similarities subtest and initially somewhat confused by the language involved, Mr. G. soon caught on to the rationale of the questions and then proceeded to demonstrate superior logic and insight in terms of his ability to recognize verbal relationships between situations on a fairly abstract level. His ability to solve the problems of the arithmetic subtest was virtually flawless. He responded correctly to all but the last and most complex item with a speed that entitled him to receive bonus credits. Again there was demonstrated proof of his superior reasoning and logic. The anxiety Mr. G. was experiencing was demonstrated through his lack of ability to concentrate upon and retain the numbers of the digit span subtest at a level consistent with his overall functioning. His skill in this area, however, was still rated as average. His bi-lingual background and minimal formal

education notwithstanding Mr. G. was able to define the items of the vocabulary subtest with a skill which was consistent with his overall superior intellectual functioning. His wide interest in reading accounted for his skill in this area.

Manual Dexterity: As the materials of the Purdue Pegboard Test were placed before him, Mr. G. explored them slowly, cautiously, but thoroughly. Relying upon tactile guides, he appeared somewhat unsure in his ability to orient himself to the work materials through this means. Mr. G. was responsive to the instructions offered. He learned them immediately. His performance was noted for its steady, rhythmic pace. His work was accurate although very slow. Although describing himself as a "handy" man, Mr. G. appeared to display little potential for manual activities. He demonstrated little fine-finger dexterity or bimanual coordination. He appeared unsure and uncertain of his work skills.

Clerical Aptitude: Pertinent portions of the Lighthouse Clerical Aptitude Test Battery were administered to Mr. G. to assess his possession of those skills which could be useful in a business or clerical setting.

The filing subtest was omitted due to Mr. G.'s inability to read Braille. When asked about his interest in this subject, he responded, "Oh gee, I'd like it. Oh sure, everything you teach me I'd like to learn. I like to find something to do." The business type problems of the arithmetic subtest offered Mr. G. little challenge. His assurance allowed him to work in a very rapid and accurate manner. His performance was virtually flawless. He received a rating of very good. Once again, Mr. G. had difficulty in retaining materials due to the severe anxiety he was experiencing during the testing situation. Of the fourteen items presented to him, he erred upon nine during the administration of the verbal memory subtest. This was directly attributable to his anxiety. He received a rating of poor.

Mr. G.'s anxiety notwithstanding, he appeared to demonstrate the possession of some skills, maturity, and previous work experience which would enable him to function effectively in a business or retail setting.

Occupational Interests: Mr. G.'s responses to the vocational choices of the Occupational Interest Inventory appeared to give him opportunity for ventilating interest in areas which have been close to him for a long period but for which Mr. G. never had opportunity for exploration. In general, his profile tended to cluster about the mean. Rather than reflect any ambivalence towards work activities in general, his profile suggested interest in many areas. Mr. G. appeared to have concurrent interests

in the personal-social field, where he would have opportunity of working with others, while at the same time harboring a very strong interest in the more isolated natural activities which would include horticulture, fishing, agriculture, etc. Apparently, he has great curiosity and interest in those forms of activities related to the mechanical field which would involve building, assembling, designing, as well as the various skilled trades. In view of his past experience as a grocer and butcher, he tended to reject the activities of the business field. This attitude might more reflect his fears that he would fail in this area rather than his disinterest in it. Mr. G. also possessed high average interests in the arts and science fields. Both areas represented creative outlets for him. Mr. G.'s involvement with and readings in philosophy, give additional evidence of his desire to be involved with creative thoughts.

Given a choice of verbal, manipulative, or computational types of activity, Mr. G. appeared to display average interest of equal strength in all three. His level of interest score was directed towards fairly routine types of activities involving some responsibility for his own planning and direction of activities. This moderate score, however, also reflected a degree of uncertainty regarding his ability to manage complex and demanding activities.

Personality: Mr. G. is a warm, friendly, gentle, and pleasant individual. His polite manner is replete with a humility which tends to grossly underestimate his own potentials. In part, this is accounted for because he was rarely given the opportunity for the development of them. Despite this, there appears to be no bitterness or hostility in Mr. G.'s recollection of his past opportunities and experiences. He always appears to have been able to make the most of those few opportunities that have been afforded him. In terms of his cultural milieu, he does possess a degree of inventiveness and resourcefulness which has enabled him to try to take advantage of opportunities whenever presented.

Mr. G. falsely gives the impression that he is complacent and ready to be passively dependent upon whatever annuities and benefits are coming his way. It is the nature of his culture not to show too much aggressiveness. Mr. G. is most anxious to supplement his income and provide greater comforts for his family. His children appear to be his primary drive and reason for existence. Rather than being bitter concerning his wife's abandonment of the family during stressful times, Mr. G. shows a great deal of insight as to why his wife might have reacted as she did. He himself is given to a great deal of contemplation and is extremely sensitive to the feelings and motivations of others.

Mr. G. possesses an extremely curious mind which delves

into many areas. It is difficult for him to conceal the excitement he is currently experiencing while coming for a program of evaluation and possible training. He readily recognizes the possibilities of his learning to function in a more independent manner. He is able to recognize that his adjustments to his visual limitations have been limited. He is eager to accept and implement any services which will help him feel a more complete man. Mr. G. never had the opportunities of developing his vast potentials. Having limited educational opportunities and even less financial support from his family, he had to accept what few positions were available to him from time to time. Being able to derive but limited satisfaction from the various vocational activities he was involved with in the past, Mr. G. turned to other channels for this type of satisfaction. Music, literature, the arts, current events, and mostly his family, absorbed his interest and attention. Now that his children have grown to some degree and can function more independently, he feels more comfortable about accepting rehabilitation services which would enable him to function more independently himself. Although receiving Veteran's and Social Security benefits which enable him to barely meet his economic needs, Mr. G. is most anxious to supplement these through remunerative employment. He wishes to be able to provide for his children's education and give them the opportunities he was denied. Mr. G. easily demonstrated confidence in English which would enable him to function as an interpreter of ordinary conversational day-to day exchanges.

Summary and Recommendations: Despite Mr. G.'s uncertainty as to whether he would be able to succeed in a business or retail setting, he did demonstrate the possession of skills which would contribute to his ability to function effectively within these areas.

Mr. G.'s overall level of confidence and ego strength could easily be restored through providing him with those skills which would enable him to function in a more independent manner. He has always enjoyed providing for himself. His having to be dependent upon others to read material to him and to escort him from place to place has been very demoralizing. He should be made aware of such facilities such as talking book machines. He is most eager to learn Braille. He is in the need of acquiring all possible communication skills. He has demonstrated sense of spatial orientation which should enable him to be a good candidate for acquiring cane travel techniques. He would be a most responsive individual to those counseling efforts which should be designed to help him effect more satisfactory adjustments to his blindness.

Mr. G.

T E S T S

Wechsler Adult Intelligence Scale

	Scaled Score	I.Q.	Rating
Verbal	75	117	Bright Normal

Purdue Pegboard Test

	Raw Score	Ind. Appla. Male Sighted %ile	CCNY Rehab. Norms Sighte
Right Hand	33	-	7
Left Hand	27	-	4
Both Hands	13	-	-
Total	73	-	-
Assembly	76	7	8

Lighthouse Clerical Aptitude Test Battery

	Number of Errors	Rating
Filing - (Omitted-does not read Braille)		
Arithmetic	1 out of 20	Very Good
Verbal Memory	9 out of 14	Poor

Occupational Interest Inventory

	Raw Score	Percentile
Personal-Social	15	50
Natural	26	70
Mechanical	27	70
Business	7	1
Artistic	20	60
Scientific	25	60
Types of Interests		
Verbal	8	40
Manipulative	13	40
Computational	11	40
Level of Interests:	62	40

Other Test: Sentence Completions Test

Saul Freedman, Ph.D.
Psychologist

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